

**Measure 3: Candidate Competency at Program**

**Measure III. Multiple Measures of Assessments Used by the EPP to Measure and Ensure Candidate Quality and Program Effectiveness-2023-2024**

The EPP uses multiple assessment measures, including proprietary licensure assessments, EPP-created performance assessments, and dispositions. These metrics are both proprietary and EPP-created.

**2025 PROPRIETARY ASSESSMENTS:** The EPP administers the following proprietary assessments: (1) Praxis Multiple Subjects Elementary K-6; (2) ACT; and (3.) Foundations of Reading Assessment.

<b>Praxis- K-6 Subtest</b>	<b>Subject Test Length (Minutes)</b>	<b>Approximate Number of Questions</b>	<b>State Standard Score And Mean for PSU</b>		<b>Pass Yes/No</b>	<b>Initial or Provisional Licensure Eligibility Arkansas Teaching Licensure Earned for K6 Yes/No</b>
<b>5002 Reading and Language Arts</b>	90	80	141	173	Yes	yes
<b>5003 Mathematics</b>	65	50	136	136	Yes	Yes
<b>5004 Social Studies</b>	60	60	137	171	Yes	Yes
<b>5005 Science</b>	60	55	139	158	Yes	Yes

**Key Findings: 2025**

The EPP uses multiple measures to evaluate candidate performance, completer effectiveness, program quality, and operational effectiveness. These measures provide a more complete picture of how well candidates are progressing, how prepared completers are for the profession, and how the program effectively the program is meeting its goals. In alignment with CAEP Standard 5 the EPP uses valid data from multiple sources and reviews over time to support sustained evidenced -based continuous improvement.

**2024 PROPRIETARY ASSESSMENTS:** The EPP administers the following proprietary assessments: (1) Praxis Multiple Subjects Elementary K-6; (2) ACT; and (3.) Foundations of Reading Assessment.

<b>Praxis- K-6 Subtest</b>	<b>Subject Test Length (Minutes)</b>	<b>Approximate Number of Questions</b>	<b>State Standard Score And Mean for PSU</b>		<b>Pass Yes/NO</b>	<b>Initial or Provisional Licensure Eligibility Arkansas Teaching Licensure Earned for K6 Yes/No</b>
<b>5002 Reading and Language Arts</b>	90	80	141	164	Yes	Yes

<b>5003 Mathematics</b>	65	50	136	154	Yes	
<b>5004 Social Studies</b>	60	60	137	148	Yes	
<b>5005 Science</b>	60	55	139	144	Yes	

**Source:** Education Testing Service- Test Taker Score Reports 2024-2025

**Key Findings** PSC Score Analysis for Praxis Multiple Subject K-6 Assessment

The purpose of this computer-generated test, Praxis Multiple Subject K-6 Assessment, according to Education Testing Service (2019), is to assess whether the entry-level elementary teacher has the content knowledge that is important, necessary, and needed at the time of entry to the profession to teach English, mathematics, social studies, and science at the elementary level. The test is designed to support a generalist elementary school license. Arkansas sets a passing score for licensure.

100% of our completers passed the Praxis Elementary Multiple K-6 were eligible for Arkansas Teaching Licensure/ Standard or Provisional and were immediately employed by public schools.

**2023 Proprietary Assessments Praxis -Elementary Education: Multiple Subjects (5001; subtests 5002, 5003, 5004, 5005)**

**Table B.** Proprietary Assessment: Praxis Multiple Subjects K-6 2023

<b>Subtest</b>	<b>Subject Test Length (Minutes)</b>	<b>Approximate Number of Questions</b>	<b>State Passing Score Mean for PSU</b>	<b>Pass Yes/NO</b>	<b>Initial Arkansas Teaching Licensure Earned for K6 Yes/No</b>
<b>5002 Reading and Language Arts</b>	90	80	141 157	Yes	Yes
<b>5003 Mathematics</b>	65	50	136 157	Yes	
<b>5004 Social Studies</b>	60	60	137 155	Yes	
<b>5005 Science</b>	60	55	139 159	Yes	

**Source:** Education Testing Service

**Key Findings** PSC Score Analysis for Praxis Multiple Subject K-6 Assessment

The purpose of this computer-generated test, Praxis Multiple Subject K-6 Assessment, according to Education Testing Service (2019), is to assess whether the entry-level elementary teacher has the content knowledge that is important, necessary, and needed at the time of entry to the profession to teach English, mathematics, social studies, and science at the elementary level. The test is designed to support a generalist elementary school license. Arkansas sets a passing score for licensure.

100% of our completers passed the Elementary received the Arkansas Initial Teaching Licensure and were immediately employed by public schools.

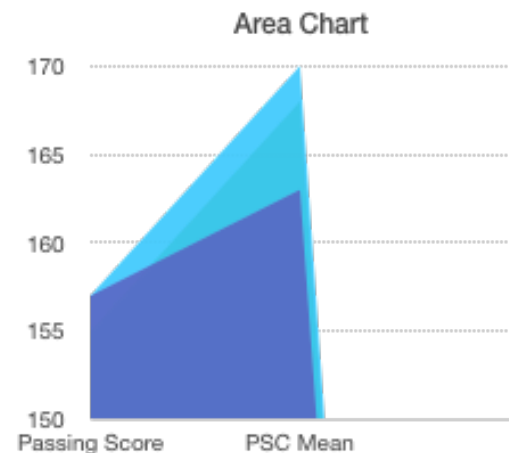
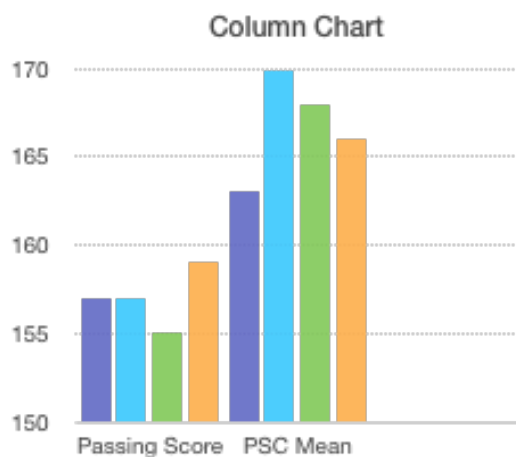
**Trends:** Proprietary Assessments Analysis Praxis -Elementary Education: Multiple Subjects (5001; subtests 5002, 5003, 5004, 5005)2018-2019- 2021-2022

**Context:** Students Pass the Elementary Education: Multiple Subjects Assessments and consistently exceed the Passing Score Requirements for Licensure

**Table C:** Praxis Elementary Education: Multiple Subjects (5001; subtests 5002, 5003, 5004, 5005) -2018-2019

**Praxis Multiple Subjects PSC Score Analysis**

Subject	Passing Score	PSC Mean
Reading	157	163
Mathematics	157	170
Social Studies	155	168
Science	159	166



**Table C 1.** Proprietary Assessment: Praxis Multiple Subjects K-6 2018-2019 PSC Mean Difference Analysis- PSC Completers Exceed Passing Score Requirements for Licensure

Subtest	Subject Test Length (Minutes)	Approximate Number of Questions	State Passing Score Mean	PSC Difference
5002 Reading and Language Arts	90	80	157	+6
5003 Mathematics	65	50	157	+13
5004 Social Studies	60	60	155	+13
5005 Science	60	55	159	+ 7

**Table C.2:** Proprietary Assessment: Praxis Multiple Subjects K-6 2019-2020 Results and Difference Analysis- PSC Completers Exceed Passing Score Requirements for Licensure 2024

<b>Candidate</b>	<b>PRAXIS Assessment Sub-Test</b>	<b>State Passing Score</b>	<b>Student Score</b>	<b>Positive Difference</b>
<b><i>Student One</i></b>	Reading and language (5002)	141	162	21
	Mathematics (5003)	136	164	28
	Social Studies (5004)	137	140	3
	Science (5005)	139	145	6
<b>Student Two</b>	Reading and Language (5002)	141	172	31
	Mathematics (5003)	136	155	19
	Social Studies (5004)	137	142	5
	Science (5005)	139	139	0
	Assessment Sub-Test	State Passing Score	Student Score	
<b>Student Three</b>	Reading and Language (5002)	141	158	17
	Mathematics (5003)	136	143	7
	Social Studies (5004)	137	163	26
	Science (5005)	139	148	9

<b>Candidate</b>	<b>Assessment Sub-Test</b>	<b>State Passing Score</b>	<b>Student Score</b>	<b>Difference</b>
<b><i>Student One</i></b>	Reading and language (5002)	157	159	2
	Mathematics (5003)	157	157	0
	Social Studies (5004)	155	157	2
	Science (5005)	159	159	0
<b>Student Two</b>	Reading and Language (5002)	157	168	11
	Mathematics (5003)	157	175	18
	Social Studies (5004)	155	189	34
	Science (5005)	159	181	22
	Assessment Sub-Test	State Passing Score	Student Score	
<b>Student Three</b>	Reading and Language (5002)	157	162	5
	Mathematics (5003)	157	179	22
	Social Studies (5004)	155	157	2
	Science (5005)	159	159	0

2023

<b>Candidate</b>	<b>Assessment Sub-Test</b>	<b>State Passing Score</b>	<b>Student Score</b>	<b>Difference</b>
<b><i>Student One</i></b>	Reading and language (5002)	157	159	2
	Mathematics (5003)	157	157	0
	Social Studies (5004)	155	157	2
	Science (5005)	159	159	0
<b>Student Two</b>	Reading and Language (5002)	157	168	11
	Mathematics (5003)	157	175	18
	Social Studies (5004)	155	189	34
	Science (5005)	159	181	22
	Assessment Sub-Test	State Passing Score	Student Score	
<b>Student Three</b>	Reading and Language (5002)	157	162	5
	Mathematics (5003)	157	179	22
	Social Studies (5004)	155	157	2
	Science (5005)	159	159	0

**Table C4** Proprietary Assessment: Praxis Multiple Subjects K-6 2021- Difference Analysis- PSC Completers Exceed Passing Score Requirements for Licensure

<b>Candidate</b>	<b>Assessment Sub-Test</b>	<b>State Passing Score</b>	<b>Student Score</b>	<b>Difference</b>
<b><i>Student One</i></b>	Reading and language (5002)	157	163	6
	Mathematics (5003)	157	158	1
	Social Studies (5004)	155	166	11
	Science (5005)	159	168	9

	<b>Assessment Sub-Test</b>	<b>State Passing Score</b>	<b>Student Score</b>	
<b>Student Two</b>	Reading and Language (5002)	157	175	18
	Mathematics (5003)	157	187	30
	Social Studies (5004)	155	166	11
	Science (5005)	159	179	20
	Assessment Sub-Test	State Passing Score	Student Score	
<b>Student Three</b>	Reading and Language (5002)	157	170	13
	Mathematics (5003)	157	170	13
	Social Studies (5004)	155	159	3
	Science (5005)	159	162	3
<b>Student Four: Reading and Language (5002)</b>		157	178	21
<b>Mathematics (5003)</b>		157	179	22
<b>Social Studies (5004)</b>		155	159	4

<b>Science (5005)</b>	159	160	1
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**Table D:** Proprietary Assessment Principles of Teaching and Learning (PLT) was used in the 2018-2019. PSC Completers Exceed Passing Score Requirements for Licensure

**Completers**

Student	State Passing Score	Student Score	Difference
Student One	160	181	+21
Student Two	160	169	+9
Student Three	160	173	+13

**Context:** The Praxis Principles of Learning and Teaching Test K-6 (PLT) is designed to measure the basic principles of learning and teaching that are essential for running a classroom. These principles are drawn from the theoretical foundations provided by critical educational theorists and developmental psychologists. This test measures pedagogical knowledge and skills, and it is used by the EPP as a metric to help ensure candidate and program quality. The PLT is also used in Arkansas as a licensure requirement.

**Key Findings:** All PSC teacher candidates met and exceeded the state passing score. The most significant student difference between the expected score and the PSC student performance on the PLT is +21. The State Passing Score is 160.

*Note: As a result of legislation, the PLT is not required*

**The EPP Measures Pedagogical Knowledge Using a Collaboratively Created Assessment.** Arkansas no longer requires a proprietary pedagogical assessment. An Alternate assessment was created as a state-approved exit assessment for candidate pedagogical knowledge in place of (or in addition to) the existing requirement (i.e., the ETS Principles of Teaching and Learning assessment). Students are rated as follows on the Assessment of Pedagogical Knowledge. The Cooperating K-6 Teachers and the EPP as either “Exceeds,” “Meets,” or “Does Not Meet” the state standard-rated students. 100% of the students met expectations in 2023 as described below:

**Table D.1 Assessment of Pedagogical Knowledge Domains and Descriptions**

Domains	Criteria
<b>Domain 1: Planning &amp; Preparation</b>	Describe how teachers organize instruction for student learning.
<b>Domain 2: Learning Environments</b>	Describe conditions and qualities of environments conducive to learning and supporting student success.
<b>Domain 3: Learning Experiences</b>	Describe students' engagement in learning experiences, enhancing student learning and growth.
<b>Domain 4: Principled Teaching</b>	Captures and reflects the practices of educators that extend beyond their classrooms and the learning experiences they facilitate.

**Table D.2: Results of Assessment of Pedagogical Knowledge -2023-2024**

Student	State Passing Score	Student Score
Student One	Meets Expectation	Met Expectations
Student Two	Meets Expectation	Met Expectations

**Key Findings:** 100% of our students demonstrated met the criterion for pedagogical knowledge. Note: Students are assessed in the four Domains: (1) Planning and Preparation, (2) Learning Environments, (3) Learning experiences and (4) Principled Teaching

**Table D.2.1:** Results of Assessment of **Pedagogical Knowledge -2024-2025**

Student	State Passing Score	Student Score
Student One	Meets Expectation	Met Expectations
Student Two	Meets Expectation	Met Expectations

### Trends Since 2019

**Cooperating K-6 Teachers and the EPP as either “Exceeds,” “Meets,” or “Does Not Meet” the state standard-rated students.** 100% of the students met expectations in 2019-2020 as described below:

**Table D3:** Assessment of **Pedagogical Knowledge** 2019/2020

Student	State Passing Score	Student Score
Student One	Meets Expectation	Met Expectations
Student Two	Meets Expectation	Met Expectations
Student Three	Meets Expectation	Met Expectations

**Table D4.** Assessment of Principles of Teaching and Learning 2019-2020

Student	State Passing Score	Student Score
Student One	Meets Expectation	Met Expectations
Student Two	Meets Expectation	Met Expectations
Student Three	Meets Expectation	Met Expectations

## II Proprietary Assessment ACT

2025	ACT Scores
Student One	ACT Scores Approved
Composite Average	

**Table E:** Proprietary Assessment- ACT for Cohort 2022-2023

2024	ACT Scores
Student One	ACT Scores Approved
Student Two	ACT Scores Approved.
Composite Average	

2023	ACT Scores
Student One	ACT Scores Approved
Student Two	ACT Score Approved

**Source: PSC Student Transcript**

Note: The EPP does not reveal scores to protect student confidentiality when student groups are two or fewer.

**ACT Trends**

**Table E-** Proprietary Assessment- ACT for Cohort 2020-2021

2022	ACT Scores
Student One	GED Score and Community College Transcript Accepted
Student Two	24
Student Three	18
Composite Average	21

**Source: PSC Student Transcript**

**Table E2:** Proprietary Assessment- ACT for Cohort 2019-2020

2021	ACT Scores
Student One	<b>15</b>
Student Two	<b>23</b>
Student Three	<b>21</b>
Student 4	<b>27</b>
<b>Composite Average</b>	<b>21.5</b>

**Source: PSC Student Transcript**

**Context:** Instead of the Praxis Core, the EPP uses the ACT to measure college readiness. The ACT covers four academic skill areas: English, mathematics, reading, and science reasoning. The ACT Composite Score includes the test score (English, mathematics, reading, science). The score ranges from one (low) to 36 (high). The Composite score is the average of four test scores, rounded to the nearest whole number. Fractions less than one-half are rounded down; fractions one-half or more are rounded up. PSC uses the ACT instead of Praxis Core.

**Key Findings ACT Composite Scores:** The National ACT Composite for states testing 100% of graduates in 2018 ranges from 17.7 to 20.5. The Composite score for our PSC completers is 21. score. The EPP completers meet the group composite score expectation of 21.

**Limitation:** The sample size is small. The performance of a few students can have a significant effect on the data.

## **Table F- Proprietary Assessment Foundations of Reading**

### **Historical Background**

The **Foundations of Reading (190)** test for Arkansas assesses proficiency in and depth of understanding of the subject of reading and writing development. The test reflects scientifically based reading research. In accordance with the Right to Read Act, a person applying for a first-time license in Elementary Education (K–6) or Special Education (K–12) shall pass a stand-alone assessment on the essential components of the science of reading. The test version currently accepted for licensure in Arkansas is Foundations of Reading (190).

The Right to Read Act, amended by the Arkansas Legislature in 2019, requires “curriculum programs that are supported by the science of reading and based on instruction that is explicit, systematic, cumulative, and diagnostic, including without limitation: (1) dyslexia programs that are evidence based and aligned to dyslexia programs that are evidence based and aligned to structured literacy or grounded in the Orton-Gillingham methodology, (2) evidence-based reading intervention programs, and (3) evidence-based reading programs that are grounded in the science of reading.” Pursuant to Ark. Code Ann. § 6-17-429(f), the Arkansas Division of Elementary and Secondary Education shall identify and create a list of approved materials, resources, and curriculum programs for public school districts and open-enrollment public charter schools that are supported by the science of reading and based on instruction that is explicit, systematic, cumulative, and diagnostic, including dyslexia programs, evidence-based reading intervention programs, etc.

Source: Arkansas Department of Education

### **Key Findings for Foundations of Readings**

<b>The Foundations of Reading (190)</b>	<b>Completers Met Standards/ Did Not Meet Standards</b>
<b>2020</b>	Met the Passing Requirement for Arkansas Licensure
<b>2021</b>	Met the Passing Requirement for Arkansas Licensure
<b>2022</b>	Met the Passing Requirement for Arkansas Licensure

**Key Findings for Foundations of Readings 2020-2023**

Since Arkansas law required the Foundations of Reading Assessment, all completers (100%) impacted by this legislation have Met the Passing Requirement for Arkansas Licensure and they are successfully employed.

The Test of Attainment: Dispositions

Note: Key Findings for Dispositions

<b>Tests of Disposition</b>	<b>EPP- Created Disposition Assessments Tests of Disposition</b>
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**Validity:** The Field Internship Dispositions Assessment Rubric and Field III Directed Teaching Assessment Rubric Elementary K-6 are instruments used for the previous two programs (Early Childhood Education and Middle-Level Generalist) within the EPP. These two programs have been retired, and the EPP only has a K-6 Elementary Education Program. The administration of the instruments and data collection were done to demonstrate that the EPP met the 4.3 Standard and that the data collected had utility for the EPP.

The EPP has adopted the Educators Disposition Assessment instrument for the 2019-2020 calendar year, recognizing the need for a reliable and valid instrument. The EPP adhered to the Arkansas Department of Education’s requirement that all cooperating teachers be trained in and efficiently apply the *Teacher Evaluation Support System (TESS)* that certified their understanding and use of the TESS rubrics. Given this training requirement, the EPP used the Disposition instrument with this understanding. In adopting the Educators Disposition Assessment (EDA), EPP will ensure that cooperating teachers, field supervisors, and the EPP team assessed students regularly.

## **Dispositions:**

Please see **3.2.C\_Disposition Assessment Three Recent Cycle Data.**

With approval from the Vice-President of Academic Affairs, the EPP has selected the *Educator Disposition Assessment (EDA)*, a *third-party proprietary* instrument to measure and document our candidates' dispositions. The EPP is confident and proud to have collaborated with Watermark Insights, LLC, to access and utilize a reliable and valid instrument to assess our candidates' growth in this area throughout the program.

The Educator Disposition Assessment (EDA) instrument, according to the EDA Technical Guide (2017), was designed with careful consideration of the psychometric properties associated with informal assessment so that any inferences made about a teacher's disposition are more likely to be true. Psychometric evaluation efforts were made, which extended expectations associated with informal assessments. The effort was grounded in a sincere attempt to clear any confusion about the expectations so that growth in dispositions may be enhanced during coursework and subsequent clinical experience (EDA Technical Guide, 2017). Disposition categories are aligned with InTASC Standards (2013) and the works of Danielson et al. (2009). For 2019-2020, the EDA instrument is intended to track and monitor candidate dispositions associated with the positive learning influence of P-12 students. The EPP cycle to collect disposition results will be yearly (i.e., 2019-2020) because the number of candidates in a cohort is below ten students.

## **Table G** Disposition Data Summaries 2020

Summaries, analyses, and interpretations are based on the **three most recent cycles.**

Cycle I: Spring 2019

Cycle II: Fall 2019

Cycle III: Spring 2020

The ratings for each cycle represent data collected during the candidates' enrollment in ELED 353: Internship I, ELED 443: Internship II, ELED 417: Directed Teaching Primary, and/or ELED 427: Directed Teaching Intermediate. The ratings represent three possible levels of performance: 1: Unacceptable, 2: Acceptable, and 3: Target. The EPP has identified Performance Level 2 (Acceptable) or above as our proficient level for our candidates as assessed by the cooperating teacher and/or the college supervisor. Candidates are evaluated on five essential dispositions:

Disposition 1: Demonstrates a Sense of Caring Toward Students

Disposition 2: Demonstrate a Sense of Efficacy Towards Students

Disposition 3: Establishes a Rapport with Students

Disposition 4: Demonstrates a Positive Attitude Towards Students

Disposition 5: Demonstrates Respect for Children

## **Levels of Scoring: Score 1 - Unacceptable Score 2 - Acceptable Score 3 - Target**

**Cycle I and Cycle II (Spring 2019 - Fall 2019)**, specifically Spring 2019, consistently performed one candidate's results at the Acceptable and Target Levels as assessed by the cooperating teachers and college supervisor. This semester's data represents the one candidate enrolled in Directed Teaching Experiences and on target to graduate this semester. In Fall 2019, results showed a consistent performance of both candidates at the Acceptable and Target Levels.

The EPP believes that their candidates are instinctively and naturally caregivers and benefactors who work for children, which is the primary reason for their desire to become elementary teachers. The results are consistent at the Acceptable Level to Target Level based on the two most recent data cycles. The candidates' most robust dispositions were *Disposition 4: Demonstrates a Positive Attitude toward Students* and *Disposition 5: Demonstrates Respect for Students*. The implications for these two dispositions as strong points for the candidates rest upon their passion and genuine ambition to be teachers and their attitude to exhibit and earn respect from students. The third-ranking, Disposition 3: *Demonstrate Rapport with Students*, is natural and akin to Dispositions 4 and 5, where our candidates enjoy teaching and getting to know students. The lowest ranking disposition was *Disposition 2: Demonstrate a Sense of Efficacy towards Students*. The EPP holds that candidates are working toward Disposition 2 at an emerging and appropriate level for a pre-service teacher candidate. Their efficacy will emerge with ample teaching experience and the development of competency and confidence.

### **Cycle III: Spring 2020**

With approval from the Vice-President of Academic Affairs, the EPP has selected the *Educator Disposition Assessment (EDA)*, a *third-party proprietary*, as its instrument to measure and document our candidates' dispositions. The EPP is confident and proud to have collaborated with Watermark Insights, LLC to access and utilize a reliable and valid instrument to assess our candidates' growth in this area throughout the program. The Educator Disposition Assessment (EDA) instrument, according to the EDA.

Technical Guide (2017) was designed carefully considering the psychometric properties associated with informal assessment so that any inferences made about a teacher's disposition are more likely to be true. Psychometric evaluation efforts were made, which extended expectations associated with informal assessments. The effort was grounded in a sincere attempt to clarify any confusion about the expectations so that growth in dispositions may be enhanced during coursework and subsequent clinical experience (EDA Technical Guide, 2017). Disposition categories are aligned with InTASC Standards (2013) and the works of Danielson et al. (2009).

From 2019 to 2020, the EDA instrument is intended to track and monitor candidate dispositions associated with positive learning effects of P-12 students. The EPP cycle to collect disposition results will be yearly (i.e., 2019-2020) because the number of candidates in a cohort is below ten students. The EPP has identified the following timeline and activities related to adopting and using the EDA instrument.

- Disposition 1: (Demonstrates Effective Oral Communication Skills)
- Disposition 2: (Demonstrates Effective Written Communication Skills)
- Disposition 3: (Demonstrates Professionalism)
- Disposition 4: (Demonstrates a Positive and Enthusiastic Attitude)
- Disposition 5: (Demonstrates Preparedness in Teaching and Learning)
- Disposition 6: (Exhibits an Appreciation for Cultural and Academic Diversity)
- Disposition 7: (Collaborates Effectively with Stakeholders)
- Disposition 8: (Demonstrates Self-regulated Learner Behaviors/Takes Initiative)
- Disposition 9: (Exhibits the Social and Emotional Intelligence to Promote Personal and Educational Goals/Stability)

**0** - Needs Improvement

- 1 - Developing
- 2 - Meets Expectations

**Cycle III: Analysis** (Spring 2020) showed consistent performance of one candidate’s results at the Meets Expectations Level as the cooperating teachers and college supervisor assessed. The other candidate’s results demonstrate the consistent performance of Developing. This semester's data represents two candidates who were enrolled in Directed Teaching Experiences, and both are on target to graduate this semester.

**Cycle IV** (Spring- 2021) Educator Disposition Assessment.

G2 Educator Disposition

Disposition	Aggregate Rating
Disposition 1: (Demonstrates Effective Oral Communication Skills)	2 - Meets Expectations
Disposition 2: (Demonstrates Effective Written Communication Skills)	2 - Meets Expectations
Disposition 3: (Demonstrates Professionalism)	2 - Meets Expectations
Disposition 4: (Demonstrates a Positive and Enthusiastic Attitude)	2 - Meets Expectations
Disposition 5: (Demonstrates Preparedness in Teaching and Learning)	2 - Meets Expectations
Disposition 6: (Exhibits an Appreciation for Cultural and Academic Diversity) Disposition 7: (Collaborates Effectively with Stakeholders)	2 - Meets Expectations
Disposition 8: (Demonstrates Self-regulated Learner Behaviors/Takes Initiative)	2 - Meets Expectations
Disposition 9: (Exhibits the Social and Emotional Intelligence to Promote Personal and Educational Goals/Stability)	2 - Meets Expectations

**Cycle IV Analysis** (Spring 2021) results demonstrate that all four completers meet expectations.

Clinical Observations: Three Recent Cycles of Data

(EPP-Created Observation Assessment/Analysis)

Summary of Key Findings: Clinical Observations by Cooperating Teachers (Three Cycles of Data)

1. Candidate ratings on the PSC observation assessment instruments from Internship I, Internship II, and Directed Teaching- Internship III indicate that students demonstrate proficiency.
2. The instruments provide a standard format for discussing students’ strengths and needs.

**Context:** Direct clinical observation of pedagogical skills against established standards by an experienced clinical professional using a structured rating scale for assessing and providing feedback to candidates is one of the ways the EPP measures pedagogical skill and content. All cooperating teachers are experienced practitioners and are TESS trained. College supervisors observe a lesson and conduct a post-observation conference. During the post-conference, data are shared, and the mentor teachers analyze the data and reflect on their teaching; in particular, the impact on student learning is analyzed and evaluated.

Each student is rated at Entry Level, Mid-Level, and Completion of Clinical experience and is given formative feedback to ensure that the candidate reaches proficiency before program exit.

**Table H. Clinical Observations by Cooperating Teachers (Three Cycles of Data)**

The following components are observed and rated:

<b>Component 1a: Demonstrating Knowledge of Content and Pedagogy</b>
<b>Component 1b: Demonstrating Knowledge of Students</b>
<b>Component 1c: Selecting Instructional Goals</b>
<b>Component 1d: Demonstrating Knowledge of Resources</b>
<b>Component 1e: Designing Coherent Instruction</b>
<b>Component 1f: Designing Student Assessments</b>
<b>Component 2a: Creating an Environment of Respect and Rapport</b>
<b>Component 2b: Establishing a Culture for Learning</b>
<b>Component 2c: Managing Classroom Procedures</b>
<b>Component 2d: Managing Student Behaviors</b>
<b>Component 2e: Organizing Physical Space</b>
<b>Component 3a: Communicating with Students</b>
<b>Component 3b: Using Questioning and Discussion Techniques</b>
<b>Component 3c: Engaging Students in Learning</b>
<b>Component 3d: Using Assessment in Instruction</b>
<b>Component 3e: Demonstrating Flexibility and Responsiveness</b>
<b>Component 4a: Accuracy</b>

**Summary of Findings:**

- Most candidates were rated as level three or higher on the 4-point Likert scale for each standard they were judged on.
- 70% of all ratings were at level three or higher.
- 76.4% of all candidate ratings for reflection were at level three or higher.
- Scores were reviewed by semester and by year.

The following components are observed and rated:

2018-2020

**EPP-Created Clinical Observation Assessment**

Table I Fall 2018- EPP Clinical Observation

1A	1B	1C	1D	1E	1F	2A	2B	2C	2D	2E	3A	3B	3C	3D	3E	4A
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	2
4	3	4	3	4	4	4	4	3	2	4	3	3	3	3	4	4
4	3	4	3	4	4	4	4	3	2	4	3	3	3	3	4	4

Table 1.1 Spring 2019 EPP Clinical Observation

1A	1B	1C	1D	1E	1F	2A	2B	2C	2D	2E	3A	3B	3C	3D	3E	4A
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3	3	3	3	3	1	3	3	3	3
4	3	4	4	3	4	3	4	4	3	3	3	4	2	4	3	3
															3	3

Table I.3 2020 EPP Clinical Observation

1A	1B	1C	1D	1E	1F	2A	2B	2C	2D	2E	3A	3B	3C	3D	3E	4A
3	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	3
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Table I.4. 2021

F																
1A	1B	1C	1D	1E	1F	2A	2B	2C	2D	2E	3A	3B	3C	3D	3E	4A
3	4	3	4	3	3	3	3	3	3	2	3	3	3	3	3	3
3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3
4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Table I.5. 2022

1A	1B	1C	1D	1E	1F	2A	2B	2C	2D	2E	3A	3B	3C	3D	3E	4A
3	4	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3
3	4	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3
4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Table I.6. 2023

1A	1B	1C	1D	1E	1F	2A	2B	2C	2D	2E	3A	3B	3C	3D	3E	4A
4	4	3	3	3	3	4	4	3	3	3	3	3	3	3	3	3
3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Key Findings: Completers have an average score of 3 on a four-point scale which indicates that they meet the standards.

Note: An aggregate score is used because the cohort size is less than 10.  
Lesson Observation Rubric (Spring 2020 – Fall 2020)

**Table J- Lesson Plan Observation**

Component 1a: Demonstrating Knowledge of Content and Pedagogy	3.0
Component 1b: Demonstrating Knowledge of Students	3.5
Component 1c: Selecting Instructional Goals	3.5
Component 1d: Demonstrating Knowledge of Resources	3.5
Component 1e: Designing Coherent Instruction	2.75
Component 1f: Designing Student Assessments	3.0
Component 2a: Creating an Environment of Respect and Rapport	3.0
Component 2b: Establishing a Culture for Learning	3.0
Component 2c: Managing Classroom Procedures	2.75
Component 2d: Managing Student Behaviors	3.0
Component 2e: Organizing Physical Space	3.0
Component 3a: Communicating with Students	3.5
Component 3b: Using Questioning and Discussion Techniques	3.0
Component 3c: Engaging Students in Learning	3.0
Component 3d: Using Assessment in Instruction	3.5
Component 3e: Demonstrating Flexibility and Responsiveness	3.0
Component 4a: Accuracy	3.5

**Summary of Findings:**

- Most candidates were rated as level three or higher on the 4-point Likert scale for each standard.
- Areas that require additional support are:

<b>Component 1e: Designing Coherent Instruction</b>	<b>2.75</b>
<b>Component 2c: Managing Classroom Procedures</b>	<b>2.75</b>

**PSC Lesson and Classroom Assessment Rubric 2022-23 Cohort**

The 4-Point Likert Scale for this assessment consisted of the following: Ineffective (0), Progressing (1), Effective (2), and Highly Effective (2)

<b>Construct One: Learner Development</b> The intern plans instruction based on learning and the development levels of all students.	2 (Effective)
Construct Two: Content Knowledge	2 (Effective)
Construct Three: Planning for Instruction	2 (Effective)
Construct Four: Reflection and Continuous Growth	2 (Effective)

**Summary of Findings:**

- On average, candidates were rated as Effective (2) on the 4-point Likert scale for each standard on which they were rated.
- Areas that require additional support are:

Feedback comments were positive and indicated that students progressively demonstrated growth.

**COMPLETER GRADUATION RATE**

The completer graduation rate is defined as the rate at which candidates successfully complete student teaching and earn a passing score on all state licensure assessments. This definition excludes candidates who previously earned a degree in Education Studies or candidates who enroll part-time and are not pursuing program completion. Based upon this definition, 100% of program completers graduated.

Percent of Completers  
Passing State Assessment

Percent of Completers  
Graduating  
Percent of Completers  
Employed in K-6 Schools  
100%

Table K- Graduation- Graduation Rate

<b>Graduation Year</b>	<b>Total Number</b>	<b>Percent Meeting Arkansas Licensure Requirements</b>	<b>Percent Graduating And employed</b>
<b>2025</b>	1	100%	100%
<b>2024</b>	2	100%	100%
<b>2023</b>	2	100%	100%
<b>2022</b>	3	100%	100%
<b>2021</b>	4	100%	100%
<b>2020</b>	4	100%	100%

**Key Findings**

The EPP successfully prepares completers for success, and we validate claims by reviewing the results of assessment information. In fact, the EPP uses multiple measures to evaluate program

effectiveness systemically. 100% of our completers graduate and earn Arkansas Licensure.

**Summary**

The EPP enjoys a 100 percent Teacher Licensure rate for all completers, and a 100 percent employment rate from 2019-2023. All completers demonstrate pedagogical competence, graduate, with a 3.0 GPA or higher, pass required assessments, and become Arkansas licensed elementary teachers.