



# **Education Department Program Review**

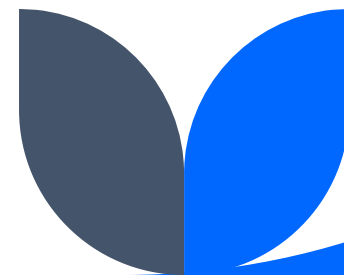


Fall 2024



## **ACTS 14: 19-22**

**19** But Jews came from Antioch and Iconium, and having persuaded the crowds, they stoned Paul and dragged him out of the city, supposing that he was dead. **20** But when the disciples gathered about him, he rose up and entered the city, and on the next day he went on with Barnabas to Derbe. **21** When they had preached the gospel to that city and had made many disciples, they returned to Lystra and to Iconium and to Antioch, **22** strengthening the souls of the disciples, encouraging them to continue in the faith, and saying that through many tribulations we must enter the kingdom of God.



# Agenda

State Review Standards

CAEP Standards

Year Long Residency



**Year number 11**



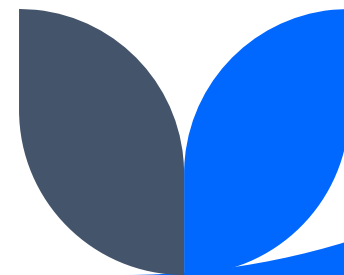


# State Review Standards

Standard 1 – Recruitment and Completion

Standard 2 – Preparing Candidates  
Effectively

Standard 3 – Supporting Workforce Needs



# State Review Standard 1

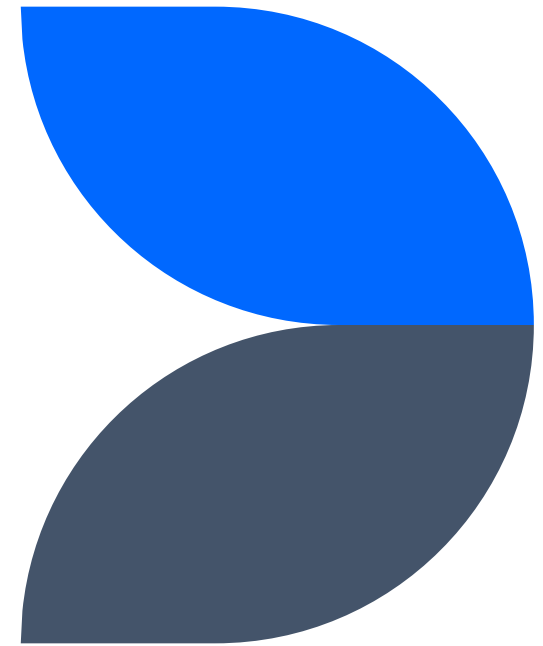
1.1 Formal plan for meeting all the state standards and show evidence of acting on those plans **(State annual report submitted Sept. 30)**

1.2 Recruitment Plan to include recruitment targets and meeting state workforce needs and certification shortages **(recruitment plan update for current program needs and state requirements)** (CAEP standard 3: Candidate Recruitment, Progression and Support)

1.3 Candidates with a high rate of completion – data from enrollment to completion over a three-year period **(CBC is at 93% compared to the state at 74%)**

# Standard #2

Preparing Candidate Effectively



# 2.1a: Candidates receive high-quality program coursework that is evidence-based

1. Incorporate and demonstrate best practices around content instruction
2. Incorporate and utilize Arkansas K-12 standards in coursework as foundation for teacher developments

Best practices: modeling instructional strategies; collaborative learning; problem-based learning; classroom discussion; learning environment; PLCs; standards and assessment; content reading strategies; etc

- Best practices are taught and then modeled in multiple classrooms
- Highly qualified materials are being purchased with grant money for student use.
- Science of Reading concepts (phonics, vocabulary, comprehension, fluency, phonological awareness) are added to courses where appropriate.
- Candidates unwrap standards and write objectives in every education content course as well as all methods courses.



## 2.1b: Candidates' coursework supports their development as a teacher

- Sequence and progression of courses
- Incorporation and utilization of Arkansas Educator Competencies and Arkansas Teacher Standards in coursework
- Alignment of coursework to clinical experiences
- Our courses are taken the Jr. and Sr. year of college. In their first year of the program, they are taking courses such as Classroom Management and Educational technology. They eventually scaffold up to their methods courses and Learning Theories and Assessment.
- Program approvals submitted on a state determined timeline. Each program has a table documenting where each competency and teacher standard are taught
- Clinical experiences are designed to scaffold the teaching requirements in the classroom. Each education course will also require course specific clinical experiences.



## 2.1c: Candidates are provided with knowledgeable and effective course instructors

Quality of course instructors – all instructors hold a masters or higher and are licensed to teach in their content area in the state of AR.

(CAEP requires a doctorate or similar P-12 experience)

Effectiveness of course instructors – (demonstrate knowledge of AR frameworks and pedagogy as well as provide feedback and support) CBC peer review observation will be conducted once each semester with feedback provided.



# 2.2b: Candidates across the program are provided with an effective clinical internship

Experienced mentor teachers and clinical supervisors work to provide candidates with quality feedback that will impact student learning.

**CAEP Standard 2:  
Clinical partnerships  
and practice**

Metric	Measurement	
Mentor Teachers	TESS effective or above	
Selection	Principal chosen based upon MOU criteria	3 years exp. TESS effective Coaching training
Clinical Supervisors	Effective instructional strategies and coaching	Admin. Exp Models strategies Coaching training
Quality feedback	Internship rubric forms	Data infused and mediative questions

2.2c: Strong partnerships exist between the EPP and K12 schools and districts that facilitate the development of strong candidates

# Partnerships

- Quality of partnership with districts/schools
  - MOUs with 13 districts for placement
- Support and development for clinical supervisors
  - TESS training; internship manual; cognitive coaching training
- Focus with primary district for the development of a Yearlong Residency program
  - Guy Perkins School District

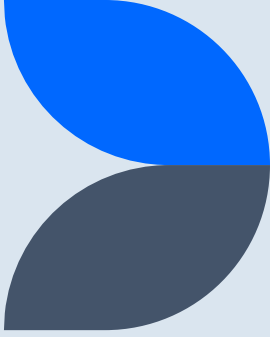
**CAEP Standard 2: Clinical Partnerships and Practice**



## 2.3a Candidates are successful with their program coursework

Impact factor	Measurement	Target
Course grade	C is required	C or above
Progress monitoring report	Grades, GPA, dispositions	Completed by Dec. '24
Clinical requirements	Satisfactorily completed	100%
Probation status	Grades, GPA, <a href="#">dispositions</a>	0 3

## 2.3b Candidates are successful in their clinical internship



Goals and milestones set

Capacity to impact student growth – TWS 70% required

Score “Effective” on the Aspiring Teacher Rubric

Struggling students supported with individualized support plan (feedback on all sections of TWS and teaching observations, weekly consultation meetings)

**CAEP Standard 4: Program Impact – Assessment #4 Teaching Performance  
Assessment #5 Teacher Work Sample**

# 3.1: Obtaining a teaching license

3.1a Percentage of program completers who have earned a standard license

CBC 87%

State 76%

3.1c A high proportion of traditional program candidates pass the content exam in their area on the first try.

CBC 59.1%

State 65.4%

CAEP Standard 3.3: competency at completion

## 3.2: Arkansas Public school employment

3.2a Percentage of completers who are licensed and gain employment in Arkansas public schools in their first three years after completion.

CBC 85%

State 64.2%

3.2b A high proportion of completers work in high-priority Arkansas public school districts and subjects.

CBC 20%

State 39.9%

3.2c Program completers remain in the classroom for multiple years.

CBC 1.90

State 1.66

**Concern!!**





# Survey Results

## 3.3 Effectiveness

- a. School leaders
- b. Completers
- c. Completers with value added scores

- a. 100%
- b. 80%
- c. 71% compared to a state 43%

(avg. of their student growth scores for up to 3 years after program completion – must have at least 10 students in tested area)

**CAEP Standard 4.1: completer effectiveness**

**CAEP Standard 4.2: satisfaction of employers**

**CAEP Standard 4.3: satisfaction of employers**



Dispositions

Professionalism Rubric

PD requirements (ethics)

Participate in PLC

# CAEP Standards

- **Standard 1** Content and Pedagogical knowledge (learner and learning; content; instructional practice; professional responsibility)
  - Assessment #1 Praxis content exams
  - Assessment #2 Grade point averages
  - Assessment #3 Unit planning
  - Assessment #4 Teaching performance
  - Assessment #5 Teacher Work Sample
  - Assessment #6 Instructional pedagogy
  - Integration of Technology
  - Assessment #7 Professional Learning Test



*Shelly Boardmen*

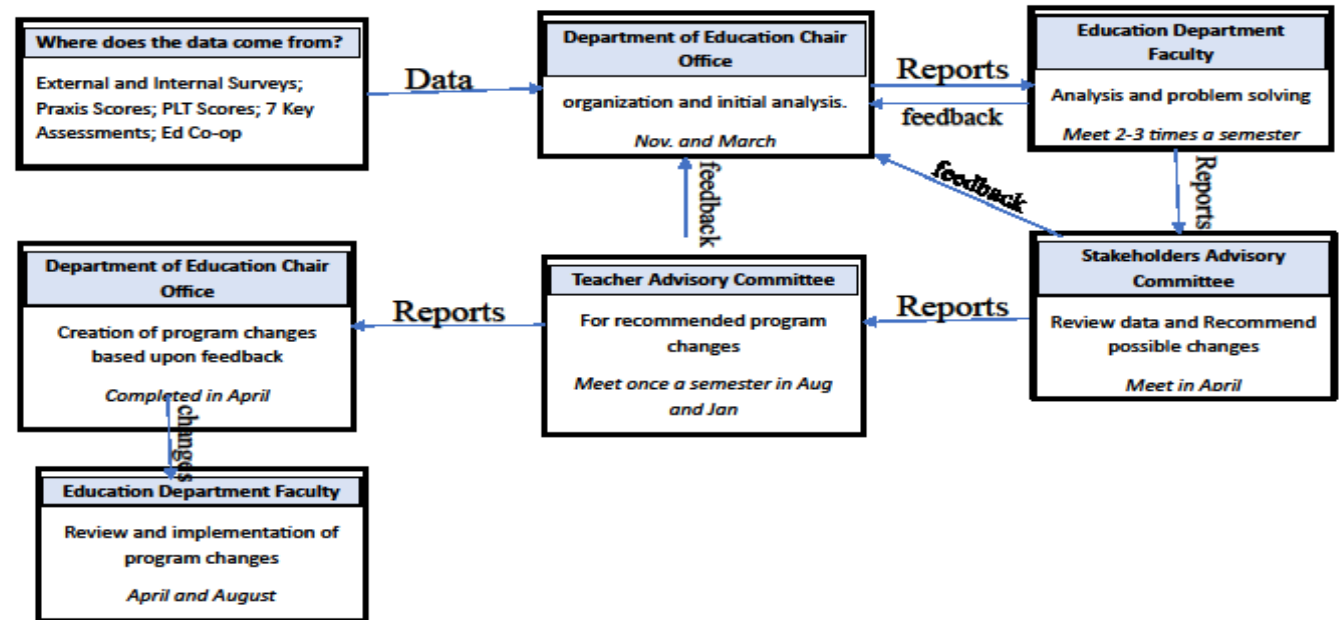
# CAEP Standard breakdown

- Standard 2 – Clinical Partnerships and practice (partnerships; clinical educators; clinical experiences)
- Standard 3 – Candidate Recruitment, Progression, and Support (recruitment; monitoring and support; competency at completion)
- Standard 4 – Program Impact (completer effectiveness; employer satisfaction; completer satisfaction;

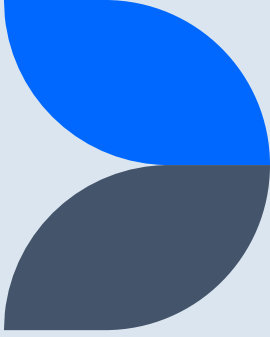
# Quality Assurance system and continuous improvement

CAEP Standard #5 –  
focus on data quality,  
stakeholder involvement  
and continuous  
improvement

Quality Assurance System  
CAEP R5.1



# Fiscal and Administrative Capacity



## CAEP Standard #6



**FISCAL RESOURCES** –  
FISCAL CAPACITY TO  
OPERATE TO SCALE



**ADMINISTRATIVE  
CAPACITY** –  
ADMINISTRATIVE  
CAPACITY TO OPERATE  
TO SCALE



**FACULTY RESOURCES** –  
FACULTY THAT HAVE  
EARNED DOCTORATES  
OR EQUIVALENT P-12  
TEACHING EXPERIENCE



**INFRASTRUCTURE** –  
ADEQUATE CAMPUS  
AND SCHOOL  
FACILITIES, EQUIPMENT  
AND SUPPLIES TO MEET  
STANDARDS



## Yearlong Residency

- Two semesters on Internship (Internship 1 – min. of 180 hours; Internship 2 – 15 weeks daily)
- Clinical Supervisors must be trained in use of the Aspiring Teacher Rubric and Cognitive Coaching
- Recommended that each EPP have a site coordinator
- Mentoring teachers – 3 years of experience; evidence of “effective” or higher on their evaluation; trained in coaching



# Questions

CAEP Review scheduled for Nov. 8<sup>th</sup>

State Review scheduled for Feb. 6-7

- Science of Reading audit Feb. 5-7

Yearlong Residency to begin Fall 2026  
(program approval due in Feb. 2025)