

**Arkansas State University**



**College of Education and Behavioral Science**

**Educator Preparation Provider**

**Quality Assurance Handbook**

**2023-2024**

### *Overview*

Arkansas State University has offered bachelor's degree teacher education programs for over seventy years, master's degree teacher education programs for over forty years, and the specialist degree for administrators and counselors for more than thirty years. These programs have been continuously monitored and approved by the Division of Elementary and Secondary Education (DESE) at the Arkansas Department of Education (ADE), Higher Learning Commission/North Central Association of Colleges and Schools, and the National Council for the Accreditation of Teacher Education (NCATE). With the July 1, 2013 de facto consolidation of NCATE and Teacher Education Accreditation Council (TEAC), the Council for the Accreditation of Educator Preparation (CAEP) became the new accrediting body. The Educator Preparation Program (EPP) at A-State is accredited by CAEP.

Arkansas State University is committed to the preparation of teachers who have the knowledge and skills necessary to meet the learning needs of youth in our culturally diverse American schools. The Arkansas Department of Education 2011 Model Core Teaching Standards developed by the Interstate Teacher Assessment and Support Consortium (InTASC) have been adopted by Arkansas State University and is specifically designed to provide an integrated series of studies in general education, pre-professional studies and field experiences, academic specialization, and professional studies. All candidates who are committed to pursuing a career in teaching and who meet the teacher education program standards are welcome.

## **Purpose of the Educator Preparation Provider Quality Assurance Plan:**

*To meet CAEP standard 5.1, the EPP has created and maintained a comprehensive assessment system is comprised of multiple measures intended to monitor candidate progress, complete achievements, and provider operational effectiveness. The evidence relies on relevant, verifiable, representative, cumulative, and actionable measures to demonstrate that all CAEP standards are satisfied.*

### **Mission:**

The Arkansas State University Educator Preparation Provider (EPP) is to prepare culturally responsive educators with the knowledge, skills, and dispositions to meet the needs of all learners.

### **Vision:**

Our vision is to prepare candidates to be effective leaders and continuous learners in an ever-changing global society.

### **Motto:**

Inspiring educators today for a globally dynamic tomorrow.

### ***Goal 1:***

Identify, reach, and maintain/surpass a benchmark measure of inter-rater reliability on all EPP and program level assessments.

### ***Goal 2:***

Collect data from Formative Evaluation of Teaching Performance for Teacher Intern for purposes of EPP analysis of data for quality improvement.

### ***Goal 3:***

Implement EPP wide measure of candidate use of technology

### ***Goal 4:***

Implement EPP wide measure of candidate impact on student learning.

### ***Goal 5:***

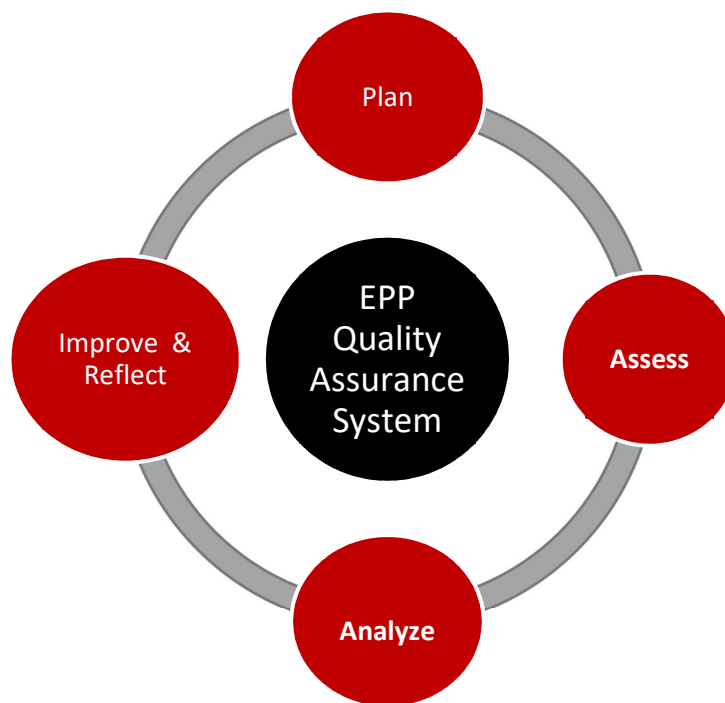
Implement a measure of candidate dispositions and monitor across multiple checkpoints; incorporate mechanism to track individual candidate disposition over time (see also Goal 2)

### *The Quality Assurance System-Revised*

The EPP developed a Quality Assurance Task Force in summer 2018 to demonstrate a systematic, efficient, and sustainable process for reviewing assessments for continuous improvement. The committee was led by newly appointed CAEP coordinator and the data and assessment coordinator. Committee members represented initial and advanced programs as well as key stakeholders. The task force identified strategies to develop a Quality Assurance System which included a needs assessment, an assessment plan, and processes to ensure implementation and monitoring for effectiveness.

The revised Quality Assurance system addresses the following for both initial and advanced programs (a) key EPP assessments, (b) data collection process that identifies a timeline, individual(s) responsible, and where the data is uploaded, (c) a plan for measuring validity and reliability of key assessment measures in the accreditation process, (d) a process for continuous improvement that includes EPP faculty and key stakeholders.

The Quality Assurance System is managed on three levels which include the university, EPP, and program levels. Each level is comprised of four steps: Plan, Assess, Analyze, Improve and Reflect.



## **I. University-Level**

A-State's infrastructure for student-learning assessment consists of four committees: (1) A-State Assessment Committee; (2) General Education Committee; (3) Program Assessment Committee; and (4) Co-Curricular Assessment Committee. The purpose of the Program Assessment Committee is to plan, advise, and direct program-level assessment. Specific duties of this committee are to review submitted assessment plans and reports and recommend revisions as appropriate, verify that assessment results have been used for programmatic improvements (close the loop), discuss assessment processes and make recommendations that would improve student learning assessment.

Program-level assessment is organized and led by faculty within the respective. Faculty accept responsibility for developing and executing a four-year or less assessment plan that assesses all outcomes at least one time throughout a four-year period. Assessment processes for programs (associate, bachelor, master, and doctorate) include the following:

1. Articulated program-level student-learning outcomes or specialized accreditation standards for student learning
2. An assessment plan that includes program-level student learning outcomes, assessment measures, venue for the assessment measures/data collection, timeline, and responsible parties.
3. Annually submitted assessment reports that include the program-level student learning outcome/s, assessment measures, data (with appropriate explanation of collection methodology), data analysis and interpretation, and recommendations and plans for action.
4. Annual review of previous year's plans for action and an articulated status of those plans.
5. A current curriculum map aligning the program-level student learning outcomes to the program's curriculum.
6. Faculty from each program will evaluate the results of that year's assessment of students and/or alumni to determine if the program's learning outcomes have been fulfilled. The faculty will communicate their findings and conclusions to the unit/program's chair and/or dean, and the Assessment Office, including recommendations (if any) concerning changes in the curriculum, pedagogy, and/or other aspects of the program. A-State Student-Learning Assessment Manual.
7. At the beginning of the fifth year (approximately 2019-20), program leaders will reaffirm or revise the program-level learning outcomes and/or assessment plans.
  - a. Planning
  - b. Analysis
  - c. Improvement
  - d. Review

## II. College/EPP Level

The EPP has been committed to the collection of data to assess candidates' performance at the initial and advanced program levels. To better manage program and EPP wide assessments all program were required to use Livetext beginning fall 2019. The Quality Assurance has identified LiveText and Taskstream as the two digital platforms that will be used to collect, organize, store, and analyze data for the EPP.

All candidates are required to upload key program assessments to Livetext where the course instructor is responsible for scoring the key student work at the end of the course. The data derived from the report is then collected and aggregated at the end of semester and submitted to LiveText. The data is evaluated annually by program faculty during assessment day to address program improvement.

### a. Planning

This review will focus on two or three of the student learning outcomes, as determined by the faculty, and the evaluation of these outcomes will be rotated every year to ensure all program-level student level outcomes are assessed in a three year time period. The EPP Assessment Committee(s) IPAC and APAC are responsible each fall for reviewing the annual report for each program in the EPP.

### b. Analysis

The assessments will be used to establish measurement reliability and validity, how often and accurately outcomes are being met, and the needed changes for the program.

### c. Improvement

Faculty will identify areas to improve the program as related to the student learning outcomes, pinpoint strengths, and weaknesses in services, curriculum, or instruction, and develop a strategy to make operational and/or programmatic changes for implementation for the following year. The faculty will document their evaluation in the form of a report.

### d. Review

The report will be submitted to the EPP Assessment Committees to elicit feedback guided by the use of a Program Assessment report rubric. The feedback will be used to strengthen the assessment plan and report.

The EPP Assessment Committees will review the following assessments to evaluate the overall effectiveness of the program.

- ✓ Annual exit interviews with students completing the program
- ✓ Completer and Employer surveys
- ✓ A yearly analysis of graduation rate to determine strength of program
- ✓ A yearly analysis of pass rates for those completing licensure exams

The process to monitor candidate data relative to enrollment, retention, graduation, licensure, employment trajectory, diversity, dispositions, and Praxis results will be held annually during the Assessment Retreat. The data will be analyzed by all program faculty and shared with the Educator Preparation Assessment Council

Revised 9/29/23 NLC

(EPAC) annually to establish recommendations for program improvements. The plan for implementation will be presented to the Dean and effective upon approval the next academic year.

## EPP—CAEP Accountability Measures

Measure Description	A-STATE/Arkansas Instruments
<p><b>Program Impact Measure #1: <i>Completer effectiveness</i> (R4.1)(Initial)</b></p> <p><i>--Data must address: (a) completer impact in contributing to P-12 student learning growth AND (b) completer effectiveness in applying professional knowledge, skills, and dispositions</i></p>	<p>--A-State EPP Growth Report (initial)                      --Novice Teacher Supervisor Survey (initial)                      --Employer Survey (initial)                      --Novice Teacher Survey (initial)</p>
<p><b>Program Impact Measure # 2: <i>Satisfaction of employers and stakeholder involvement</i> (R4.2, R5.3, RA4.1)(Initial and Advanced)</b></p> <p><i>--Data should be collected on employers' satisfaction with program completers</i></p>	<p>--Employer Survey (initial)                      --Novice Teacher Supervisor Survey (initial)                      --Employer Satisfaction Survey (advanced)</p>
<p><b>Program Impact Measure # 3: <i>Candidate competency at completion</i> (R3.3) (Initial and Advanced)</b></p> <p><i>--Data provided should relate to measures the EPP is using to determine if candidates are meeting program expectations and ready to be recommended for licensure</i></p>	<p>--Arkansas State University Status Report (Title II Report) (initial)                      --A-State EPPQR (initial)                      --edTPA (initial)                      --EDA (initial)                      --Internship Summative Evaluations (initial)                      --EPP Intern Exit Survey (initial)                      --Capstone Internship Diversity Survey (initial)                      --Praxis Exams Pass Rates (initial)                      --Praxis Exams Pass Rates (advanced)                      --EDLDA (advanced)</p>
<p><b>Program Impact Measure # 4: <i>Ability of completers to be hired</i> (Initial and Advanced)</b></p> <p><i>--Hired into positions for which they have prepared</i></p>	<p>--Employer Survey (initial)                      --A-State EPPQR (initial)                      --Novice Teacher Survey (initial)                      --Employer Satisfaction Survey (advanced)                      --Completers Survey (advanced)</p>



## Initial Programs Assessment Calendar

August	September	October
LiveText Launch Key Assessments	IPAC Monthly Meeting	IPAC Monthly Meeting
Annual Assessment Day	EPP Faculty Meeting	Annual Program Reports Due 10/15
EDA Calibration Training	edTPA Report	EDA Evaluation due for Internship/Capstone
EDA Self-Reflection Completed (Intro to Education)		Title II Report (Part I)
EPP Exit Evaluation Report		edTPA Submission (varies by program)
November	December	January
IPAC Monthly Meeting	Key Assessments Data Collected, Analyzed and Entered into LiveText	IPAC Monthly Meeting
EPP Faculty Meeting	EPP Intern Exit Evaluation Administered	LiveText Launch Key Assessments
PRAXIS II Report Results	Technology Exit Evaluation	
edTPA Submission (varies by program)	Diversity Survey	
	University Supervisor Evaluation	
February	March	April
IPAC Monthly Meeting	IPAC Monthly Meeting	EPP Annual Report Due 4/30
EPP Meeting	IPAC Annual Report Due	Dean's Response Report Due
	EDA Evaluation due for Internship/Capstone	EPP Meeting
	edTPA Submission (varies by program)	Title II Report Due (Part II)
		EPPQR Report Due
		edTPA Submission (varies by program)
May	June	July
Key Assessments Data Collected, Analyzed and Entered into LiveText	EPAC Meeting	Planning for Assessment Day
EPP Intern Exit Evaluation Administered	EPAC Annual Report Due	Average GPA Data
Technology Exit Evaluation	Novice Teacher Survey Results	Candidate Enrollment Data
Diversity Survey		
EPPQR Data Due		
University Supervisor Evaluation		

<b>INITIAL PROGRAMS ASSESSMENT PLAN</b>			
<b>Checkpoint</b>	<b>Conditions Documented</b>	<b>Evidence/Data Collected</b>	<b>Result</b>
<b>Checkpoint 1: Admission into the Teacher Education Program</b>	<ul style="list-style-type: none"> <li>● 2.70 overall GPA /3.0 in area of study</li> <li>● Complete 30 hours</li> <li>● EDA Self-Assessment</li> <li>● Cleared background check, Child Maltreatment, and ASP and FBI Background Check</li> </ul>	<ul style="list-style-type: none"> <li>● GPA</li> <li>● Cleared Background check</li> </ul>	Program admission criteria
<b>Checkpoint 2: Pre-Teacher Intern Check</b>	<ul style="list-style-type: none"> <li>● 2.70 overall GPA /3.0 in area of study</li> <li>● Earn a C or better in all professional courses</li> </ul>	<ul style="list-style-type: none"> <li>● GPA</li> <li>● Pre-teacher Intern check form (reviewed by advisor and submitted to PEP office)</li> </ul>	Program admission criteria
<b>Checkpoint 3: Intent for Capstone Teaching Internship Check</b>	<ul style="list-style-type: none"> <li>● 2.70 overall GPA /3.0 in area of study</li> </ul>	<ul style="list-style-type: none"> <li>● GPA</li> <li>● Cleared Background check (reviewed by PEP office)</li> </ul>	Program admission criteria
<b>Checkpoint 4: Capstone Internship Check</b>	<ul style="list-style-type: none"> <li>● Admission into Teacher Education</li> <li>● Senior standing - 90 hours</li> <li>● Completion of professional education courses</li> <li>● 2.70 overall GPA /3.0 in area of study</li> </ul>	<ul style="list-style-type: none"> <li>● GPA</li> <li>● EDA Evaluation</li> <li>● Technology checkpoint requirement</li> <li>● Internship validation form (PEP office)</li> </ul>	Program admission criteria and evidence of professionalism and importance of appropriate dispositions

	<ul style="list-style-type: none"> <li>● Meet department requirements</li> <li>● Attend orientation sessions</li> <li>● EDA</li> <li>● Technology checkpoint requirement</li> </ul>		
<b>Checkpoint 5: Exit Assessment Check</b>	<ul style="list-style-type: none"> <li>● GPA Maintained</li> <li>● Meet EPP portfolio requirements</li> <li>● Meet Praxis II Content assessments minimum scores</li> <li>● Meet graduation check sheet requirements</li> </ul>	<ul style="list-style-type: none"> <li>● GPA</li> <li>● EDA Evaluation</li> <li>● Technology checkpoint requirement</li> </ul>	Program completion criteria

## Initial Level Program Assessment Plan Matrix

CAEP Accountability Measures Standards R1-R5				
Measure (Proprietary or EPP created)	How and Where Collected	Evaluation	When Collected Each Cycle	Responsible Faculty/Staff
PRAXIS exam pass rates <b>(CAEP Std. R3.3)</b>	Completers are submitted to ETS and collected	<ul style="list-style-type: none"> <li>● Content knowledge data for EPP</li> <li>● Licensure for completers</li> <li>● Title II data for EPP</li> </ul>	Annually	Prathima Pattada (Assessment Coordinator)
Internship Summative Evaluations <b>(CAEP Std. R3.3)</b>	Completed on a consensus basis by clinical supervisor, university supervisor, and candidate	<ul style="list-style-type: none"> <li>● Element of final grade in Capstone Internship</li> </ul>	Fall Spring	Prathima Pattada (Assessment Coordinator)
edTPA <b>(CAEP Std. R3.3)</b>	Submitted at the end of capstone internship.	<ul style="list-style-type: none"> <li>● Pedagogical knowledge data for EPP and Impact on Student learning data</li> <li>● Element of final grade for Capstone Internship</li> </ul>	Fall Spring	Prathima Pattada (Assessment Coordinator) and Dr. Nicole Covey (edTPA Coordinator)
EDA Educator Dispositions Assessment <b>(CAEP Std. R3.3)</b>	Admission; Checkpoints 1-4	<ul style="list-style-type: none"> <li>● Self -assessment required for admission and progression</li> <li>● Scores less than 1 addressed in advisement</li> <li>● Repeated issues referred to Disposition Assessment Committee or dismissal from program</li> </ul>	Fall Spring	Prathima Pattada (Assessment Coordinator) (As assessed by Program Coordinators- Admissions, Introduction to Ed Faculty Members, Clinical and University Supervisors)
EPP Survey of Exiting Interns <b>(CAEP Std. R3.3)</b>	Submitted on last day of fall and spring semester of the capstone internship.	<ul style="list-style-type: none"> <li>● Provides indirect performance assessment data aligned with CAEP, InTASC,</li> </ul>	Fall Spring	Dr. Audrey Bowser (PEP Director)

		and Arkansas Teaching Standards		
Novice Teacher Survey (CAEP Std. R4.1)	Submitted annually to ADE-DESE and provided to EPPs	<ul style="list-style-type: none"> <li>First-year teachers complete a Novice Teacher Survey at the end of their first year of teaching to identify perceptions of their educator preparation experience based on TESS</li> </ul>	Annually	Prathima Pattada (Assessment Coordinator)
Novice Teacher Supervisor Survey (CAEP Std. R4.1, R4.2, & R5.3)	Submitted annually to ADE-DESE and provided to EPPs	<ul style="list-style-type: none"> <li>used to assess the A-State completers' classroom application of professional knowledge, skills and dispositions</li> </ul>	Annually	Dr. Mary Jane Bradley (Head of Unit) and Prathima Pattada (Assessment Coordinator)
Employer Survey (CAEP Std. R4.1, R4.2, & R5.3)	Administered and analyzed every two years	<ul style="list-style-type: none"> <li>Direct performance assessment of completer's performance to teaching. Provides substantial performance data aligned with CAEP, InTASC, and Arkansas Teaching Standards.</li> </ul>	Bi-annually	Prathima Pattada (Assessment Coordinator)
A-State Status Report—Title II Report (CAEP Std. R3.3)	Submitted annually to ADE-DESE and provided to EPPs	<ul style="list-style-type: none"> <li>Each preparation program is required to provide data for candidates who are enrolled or have completed programs of professional teacher preparation</li> </ul>	Annually	Dr. Mary Jane Bradley (Head of Unit) and Prathima Pattada (Assessment Coordinator)

A-State EPPQR (CAEP Std. R3.3)	Administered annually and provided to EPPs through EPPQR	<ul style="list-style-type: none"> <li>• First year program completers employed in Arkansas Public Schools</li> <li>• Shortage areas addressed</li> </ul>	Annually	Division of Elementary and Secondary Education (DESE)
Capstone Internship Diversity Survey—TMAS (CAEP Std. R3.3)	Submitted on last day of fall and spring semester of the capstone internship.	<ul style="list-style-type: none"> <li>• Examine how teacher candidates perceive their university's multicultural education preparation using TMAS survey.</li> </ul>	Fall Spring	Dr. Audrey Bowser (PEP Director) and Prathima Pattada (Assessment Coordinator)
A-State EPP Growth Report (CAEP Std. R4.1)	Analyzed annually by the ADE-DESE and provided to EPPs	<ul style="list-style-type: none"> <li>• a summary of the value-added growth scores for the EPP for three years of Completer Cohorts</li> </ul>	Annually	Dr. Mary Jane Bradley (Head of Unit) and Dr. Nicole Covey (CAEP Coordinator)
<b>CAEP Supporting Measures</b>				
School Experience Survey	Submitted on last day of fall and spring semester of the capstone internship.	<ul style="list-style-type: none"> <li>• Evaluation of school placement during the internship semester.</li> </ul>	Fall Spring	Dr. Audrey Bowser (PEP Director)
EPP End of Year Report	Administered annually and provided to EPP through IPAC annual report.	<ul style="list-style-type: none"> <li>• GPA</li> <li>• Licensure area content</li> <li>• Race</li> <li>• Gender</li> <li>• Ethnicity</li> </ul>	Annually	Dr. Audrey Bowser (PEP Director)
Technology Integration Assessment Rubric data	Submitted on last day of fall and spring semester of the capstone internship.	<ul style="list-style-type: none"> <li>• Determine the extent of technology integration by teacher candidates using the components of the EPP Technology Plan</li> </ul>	Fall Spring	Dr. Audrey Bowser (PEP Director) and Prathima Pattada (Assessment Coordinator)

## **Advanced Level Programs**

## Advanced Programs Assessment Calendar

August	September	October
LiveText Launch Key Assessments	APAC Monthly Meeting	APAC Monthly Meeting
Annual Assessment Day	EPP Faculty Meeting	Annual Program Reports Due 10/15
EDA/EDLDA Calibration Training		
EDLDA Self-Reflection Completed (Intro to Education)		
November	December	January
APAC Monthly Meeting	Key Assessments Data Collected, Analyzed and Entered into LiveText	APAC Monthly Meeting
EPP Faculty Meeting		LiveText Launch Key Assessments
PRAXIS Exam Pass Rates Report Results		
February	March	April
APAC Monthly Meeting	APAC Monthly Meeting	EPP Annual Report Due 4/30
EPP Faculty Meeting	APAC Annual Report Due	Dean's Response Report Due
		EPP Faculty Meeting
May	June	July
Key Assessments Data Collected, Analyzed and Entered into LiveText	EPAC Meeting	Planning for Assessment Day
	EPAC Annual Report Due	



## Advanced Level Program Assessment Matrix

CAEP Accountability Measures Standards RA1-RA5				
Measure (Proprietary or EPP created)	How and Where Collected	Evaluation	When Collected Each Cycle	Responsible Faculty
PRAXIS exams pass rates (CAEP Std. RA3.4)	Completers are submitted to ETS and collected by the Data Assessment Coordinator	Content Knowledge Data for EPP	Annually	Data Assessment Coordinator) Program Coordinators/Directors will share results with program faculty and results will be shared with all faculty through Task Stream and at the Annual Assessment Day
EDLDA (CAEP Std. RA3.4)	Admission (Self-Reflection) and at designated checkpoints through LiveText.	Self-assessment required for admission and progression, scores of less than 2 addressed in advisement, repeated issues referred to Disposition Assessment Committee and/or dismissal from program	Fall Spring Summer	Admissions-AOS Representative; completed dispositions assessments will be monitored by Data Assessment Coordinator and shared with Program Directors/ Coordinators and Associate Dean for follow-up
Employer Satisfaction Survey (CAEP Std. RA4.1)	Administered and analyzed every odd year (with the exception of 2020-2022 for CAEP data).	Direct performance assessment of completer's performance to teaching. Provides substantial performance data aligned with CAEP, InTASC, and Arkansas Teaching Standards.	Fall Spring Summer	The Data Assessment Coordinator will distribute survey and provide results to CAEP Coordinator to share with faculty at Annual Assessment Day
Completers Survey (CAEP)	Administered and analyzed every odd year (with the exception of 2020-2022 for CAEP data). Data is collected one year post graduation for all completers.	Direct performance assessment of completer's performance to teaching. Provides substantial performance data aligned with CAEP, InTASC, and Arkansas Teaching Standards.	Fall Spring Summer	The Data Assessment Coordinator distribute survey and provide results to CAEP Coordinator to share with faculty at Annual Assessment Day

### CAEP Supporting Measures

Site Mentor Survey/ Partnership Feedback	Employment Needs Survey will be distributed to partners identified by completers.	A partnership agreement that demonstrates shared responsibilities.	Annually	The partnership agreement will be reviewed annually by EPAC with partners for continuous improvement
Admission Data	Data will be collected each semester and provided to EPP through the APAC annual report.		Fall Spring Summer	Bryan Austin will collect data and send to CAEP Coordinator who will distribute to program faculty at Annual Assessment Day
Recruitment /Retention Data	Data will be collected each semester and provided to EPP through APAC annual report.		Fall Spring Summer	Bryan Austin will collect data and send to CAEP Coordinator who will distribute to program faculty at Annual Assessment Day and Diversity and Recruitment Committee for review
Employment Data	Data will be collected at EPAC meetings in fall, summer) and provided to EPP through APAC annual report.	Identify shortage areas, openings, forecasts, and related information in the community, state, regional, or national market for completers.	Fall	Employers Survey

**Advanced Level Programs  
Program Evaluation  
Check point 1  
Graduate Admission Assessment**

<b>Assessment System Information/Benchmarks</b>	<b>Data Collection Analysis and Evaluations</b>	<b>Evidence Skills/Knowledge Area Relationship</b>	<b>Link to Standards</b>	<b>Data Collector/Role</b>	<b>Use Of Results</b>
GPA	Used for entrance into the program	Candidate Quality	3.2	AOS	Ensure that candidates have the ability to complete the program successfully
Transcripts	Used for entrance into the program	Candidate Quality	3.2	AOS	Ensure that candidates have the ability to complete the program successfully
EDLDA (Dispositions Assessment)	Used for entrance into the program and as candidates persist within the program	Candidate Quality	1.1	Assessment Coordinator via Livetext	Additional criteria intended to ensure that candidates have or can develop the abilities to complete the program successfully with support and counseling for candidates whose progress falls behind.
Partnership Agreement	Ensure that candidate's clinical experiences are supervised in a selected P-12 school	Clinical Partnerships and Practice	2.2	AOS	Ensure that candidates have clinical experiences that are supervised in a selected P-12 school
<b>Assessment of Evidence and Use of Results:</b> Continuous program improvement					

**Advanced Level Programs  
Program Evaluation  
Check point 2  
Admission to Graduate Program**

Assessment System Information/Benchmarks	Data Collection Analysis and Evaluations	Evidence Skills/Knowledge Area Relationship	Link to Standards	Data Collector/Role	Use Of Results
Dispositions Assessment	Used to check the status and/or growth of candidate dispositions as they persist within the program	Candidate Quality	1.1	Assessment Coordinator via Livetext	Evidence that candidates have or are developing the abilities to complete the program successfully and/or if support and counseling is needed for candidates who are not.
Assessment of Ethics	Used to ensure that program candidates apply codes of ethics to their field of specialization.	Candidate Quality	1.1	Assessment Coordinator via Livetext	Additional criteria intended to ensure that candidates have or can develop the abilities to complete the program successfully with support and counseling for candidates whose progress falls behind.
<b>Assessment of Evidence and Use of Results:</b> Continuous program improvement					

**Advanced Level Programs  
Program Evaluation  
Check point 3  
Capstone Course**

<b>Assessment System Information/Benchmarks</b>	<b>Data Collection Analysis and Evaluations</b>	<b>Evidence Skills/Knowledge Area Relationship</b>	<b>Link to Standards</b>	<b>Data Collector/Role</b>	<b>Use Of Results</b>
Program Evaluation and Professional Development Proposal	Provides candidates with a culminating experience in which candidates demonstrate their proficiencies characteristic of their field of professional specialization	Clinical Partnerships and Practice	2.2	Assessment Coordinator via Livetext	Determine if and how candidates are able to apply content knowledge within their field of specialization within clinical experiences P-12 schools
<b>Assessment of Evidence and Use of Results:</b> Continuous program improvement					

**Advanced Level Programs  
Program Evaluation  
Check point 4  
Capstone Assessment**

Assessment System Information/Benchmarks	Data Collection Analysis and Evaluations	Evidence Skills/Knowledge Area Relationship	Link to Standards	Data Collector/Role	Use Of Results
Reading Specialist 5301-Praxis Exam	Normed assessment of candidate's content knowledge in the area of specialization	Provider Quality Assurance and Continuous Improvement	5.3	Assessment Coordinator	Determine if candidate's content knowledge in the area of specialization meets, does not meet, or exceeds national norms
<b>Assessment of Evidence and Use of Results:</b> Continuous program improvement					

**Advanced Level Programs  
Program Evaluation  
Check point 5  
Post-Graduate Assessment**

Assessment System Information/Benchmarks	Data Collection Analysis and Evaluations	Evidence Skills/Knowledge Area Relationship	Link to Standards	Data Collector/Role	Use Of Results
Employer Survey	Assesses the impact of the program on advanced program candidates' application of content knowledge and professionalism within P-12 schools	Program Impact	4.2	Assessment coordinator via Livetext	Determine impact of the program on advanced program candidates' application of content knowledge and professionalism within P-12 schools
Completer Survey	Assesses the impact of the program on advanced program candidate knowledge	Program Impact	4.2	Assessment coordinator via Livetext	Determine impact of the program on advanced program candidate knowledge
<b>Assessment of Evidence and Use of Results:</b> Continuous program improvement					

## Key Assessments by Program

<b>Initial Programs</b>			
<b>Elementary Education (K-6)</b>	<b>Name of Assessment</b>	<b>Type of Assessment</b>	<b>When the Assessment is Administered</b>
<b>Assessment 1: Licensure Assessment or other content-based assessment</b>	Praxis II content exams	State licensure exam	At any time during the four semesters of the program
<b>Assessment 2: Content Knowledge in Elementary Education</b>	Pearson Foundations of Reading Assessment	Criterion referenced exam	Capstone Internship
<b>Assessment 3: Candidate ability to plan</b>	Effective Lesson Design: Task 1 Internship (edTPA rubrics 1-5)	Performance based assessment	Capstone Internship
<b>Assessment 4: Student Teaching</b>	Summative Evaluation of Teaching Performance for Teacher Candidates	Observational assessment	Capstone Internship
<b>Assessment 5: Candidate effect on student learning</b>	Task 3 Internship (edTPA rubrics 11-15)	Performance based assessment	Capstone Internship
<b>Assessment 6: Additional assessment</b>	Instruction and Learning Environment Task 2 Internship (edTPA Rubrics 6-10)	Performance based assessment	Capstone Internship
<b>Assessment 7: Additional assessment</b>	School and Family Engagement Internship Tasks 5 and 6	Performance based assessment	Capstone Internship
<b>Middle-Level Education (4-8)</b>	<b>Name of Assessment</b>	<b>Type of Assessment</b>	<b>When the Assessment is Administered</b>
<b>Assessment 1: Licensure Assessment</b>	Praxis Principles of Learning and Teaching	Norm referenced exam	During last two semesters
<b>Assessment 2: Content Knowledge</b>	Praxis II content exams	State licensure exam	During last two semesters



<b>Assessment 3: Candidate ability to plan</b>	Effective Lesson Design: Task 1 Internship (edTPA rubrics 1-5)	Performance based assessment	During Internship 1
<b>Assessment 4: Student Teaching</b>	Summative Evaluation of Teaching Performance for Teacher Intern	Observational assessment	Capstone Internship
<b>Assessment 5: Candidate effect on student learning</b>	Task 7 during Internship	Performance based assessment	Capstone Internship
<b>Assessment 6: Additional assessment</b>	Middle School Philosophy Environment	Performance based assessment	Third Semester of Program
<b>Assessment 7: Additional assessment</b>	Tasks 1, 2, and 3 of Internship Portfolio (edTPA Rubrics 1-15)	Performance based assessment	Capstone Internship
<b>General Science -Biology, Chemistry, Physics (7-12)</b>	<b>Name of Assessment</b>	<b>Type of Assessment</b>	<b>When the Assessment is Administered</b>
<b>Assessment 1: Licensure Assessment or other content-based assessment</b>	Praxis II content exams	State licensure exam	Students take the exam during Internship semester or the semester prior to the internship
<b>Assessment 2: Content Knowledge</b>	Assessment of Content Knowledge –Science Course Sequence	Cumulative grade point	Ongoing throughout the program
<b>Assessment 3: Candidate ability to plan</b>	Unit of Instruction	Performance based assessment	Assessed during the Methods and Materials for Teaching of Science in Secondary Schools Course (Prior to internship semester)
<b>Assessment 4: Student Teaching</b>	Summative Evaluation of Teaching Performance for Teacher Candidates	Observational assessment	Conclusion of Field Experience III Semester
<b>Assessment 5: Candidate effect on student learning</b>	Proof of Teacher Effectiveness Assessment	Performance based assessment	Field Experience III semester
<b>Assessment 6: Additional assessment</b>	Science Lab Training Module Professional Development Training via Arkansas IDEAS	Performance based assessment	Must be completed no late than the semester before the Field Experience III

<b>Assessment 7: Additional assessment</b>	Scientific Research Projects embedded in content science courses (Atm. Dyn. is required plus one additional course)	Project based assessment	Course and by science faculty in science content courses selected for research project assignments
<b>Assessment 8: Additional assessment</b>	Teacher Candidate Internship Portfolio	Performance based assessment	Must be completed by the end of the Field Experience III
<b>English(7-12)</b>	<b>Name of Assessment</b>	<b>Type of Assessment</b>	<b>Assessment Administered</b>
<b>Assessment 1: Licensure assessment</b>	Praxis II content exams	State licensure exam	Must be taken prior to graduation
<b>Assessment 2: Content knowledge in English</b>	Assessment of Content Knowledge –English Course Sequence	Cumulative grade point	At the end of each semester
<b>Assessment 3: Candidate ability to plan instruction</b>	Three-Week Unit	Project based assessment	Completed during the course EDEN 4553
<b>Assessment 4: Student teaching or internship</b>	Summative Evaluation of Teaching Performance for Teacher Candidates	Observational assessment	Summative at the conclusion of the Capstone internship
<b>Assessment 5: Candidate effect on student learning</b>	Teacher Research Project	Project based assessment	Preliminary work during the course TIEN 4826; completed during Capstone internship
<b>Assessment 6: Additional assessment that addresses NCTE standards</b>	Identity Literature Lessons	Project based assessment	Completed during the course ENG 3583
<b>Assessment 7: Additional assessment that addresses NCTE standards</b>	Teacher Candidate Internship Portfolio	Portfolio	Completed during Capstone internship
<b>Assessment 8: Additional assessment that addresses NCTE standards</b>	Writing Unit	Project based assessment	Completed during the course ENG 4043
<b>Mathematics (7-12)</b>	<b>Name of Assessment</b>	<b>Type of Assessment</b>	<b>When Administered</b>
<b>Assessment 1: Licensure assessment</b>	Praxis II content exams	State licensure exam	During Internship semester or the semester prior to internship
<b>Assessment 2: Content Knowledge in Secondary Mathematics</b>	Assessment of Content Knowledge –Mathematics Course Sequence	Cumulative grade point	Ongoing throughout the program

<b>Assessment 3: Candidate Ability to Plan Instruction</b>	Unit of Instruction	Project based assessment	Assessed during the Methods and Materials for Teaching Secondary Mathematics (prior to internship)
<b>Assessment 4: Student Teaching</b>	Formative Evaluation of Teaching Performance for Teacher Candidates	Observational assessment	Completed during Capstone internship
<b>Assessment 5: Candidate effect of student learning</b>	Proof of Teacher Effectiveness Assessment	Research based assessment	Conclusion of Capstone internship
<b>Assessment 6: Additional assessment that addresses NCTM standards</b>	Teacher Candidate Internship Portfolio	Performance based assessment	Conclusion of Capstone internship
<b>Assessment 7: Additional assessment that addresses NCTM standards</b>	Technology Portfolio	Project based assessment	Assessed during Mathematics for Secondary Teachers course
<b>Assessment 8: Additional assessment that addresses NCTM standards</b>	edTPA	Performance based assessment	Conclusion of Capstone internship
<b>World Languages</b>	<b>Name of Assessment</b>	<b>Type/Form of Assessment</b>	<b>When Assessment is Administered</b>
<b>Assessment 1: Licensure Assessment or other content-based assessment</b>	Praxis II content exams	State licensure exam	Semester prior to Capstone internship
<b>Assessment 2: Content Knowledge in language to be taught</b>	Outcome Assessment	Comprehensive Program Exit Exam	Semester prior to Capstone internship
<b>Assessment 3: Candidate ability to plan</b>	Unit Plan	Project based assessment	During methods course (EDLA 4633) taken prior to Capstone internship
<b>Assessment 4: Student Teaching</b>	Summative Evaluation of Teaching Performance for Teacher Candidates	Observational assessment	Conclusion of Capstone internship

<b>Assessment 5: Candidate effect on student learning</b>	Edtpa Planning, Instruction, and Assessment tasks	Performance based assessment	Completed during Capstone internship
<b>Assessment 6: Additional assessment that addresses candidates' oral proficiency</b>	ACTFL Oral Proficiency Interview (OPI)	Performance based assessment	During Capstone internship and advisory OPI taken at admission to Teacher Education Program
<b>Assessment 7: Additional assessment that addresses ACTFL standards</b>	Professional Development and Advocacy Action Analysis (PDAAA)	Project based assessment	During Capstone internship
<b>PE/Health (K-12)</b>	<b>Name of Assessment</b>	<b>Form of Assessment</b>	<b>When Administered</b>
<b>Assessment 1: Licensure Assessment or other content-based assessment</b>	Praxis II content exams	State licensure exam	Teacher Candidates must pass the PRAXIS II exam to enroll in TIPE 4826 Teaching Internship
<b>Assessment 2: Content Knowledge in PE</b>	Skill and Fitness Based Competence	Cumulative grade point	PE 3822 Rhythmical Activities, PE 3832 TPT Fitness Concepts, PE 3842 TPT Leisure Sports, PE 3862 TPT Racquet Sports, and PE 3892 TPT Team Sports
<b>Assessment 3: Candidate ability to plan</b>	Planning and Implementation Project	Project based assessment	Senior pedagogical course, EDPE 4853 Methods and Materials for Teaching Physical Education in Secondary School.
<b>Assessment 4: Student Teaching</b>	Summative Evaluation of Teaching Performance for Teacher Candidates	Observational assessment	During Capstone internship
<b>Assessment 5: Candidate effect on student learning</b>	Impact on Student Learning: Candidate Assessment Project (CAP)	Performance based assessment	During Capstone internship
<b>Assessment 6: Additional assessment</b>	PETE Screening	Performance based assessment	After 30 credit hours
<b>Assessment 7: Additional assessment</b>	Movement Analysis Project (MAP)	Performance based assessment	Senior pedagogical course, PE 4663 Motor Skill Development

<b>Social Studies (7-12)</b>	<b>Name of Assessment</b>	<b>Form of Assessment</b>	<b>When the Assessment is Administered</b>
<b>Assessment 1: Licensure Assessment or other content-based assessment</b>	Praxis II content exams	State licensure exam	Prior to graduation
<b>Assessment 2: Content Knowledge in Social Studies</b>	Assessment of Content Knowledge –Social Studies Course Sequence	Cumulative grade point	End of semester prior to Capstone internship
<b>Assessment 3: Candidate ability to plan</b>	Unit of Study in Social Studies	Project based assessment	During Methods Course
<b>Assessment 4: Student Teaching</b>	Summative Evaluation of Teaching Performance for Teacher Candidates	Observational assessment	During Capstone internship
<b>Assessment 5: Candidate effect on student learning</b>	Pre- and Post-assessment data analysis	Performance based assessment	During Capstone internship
<b>Assessment 6: Additional assessment</b>	Taking Informed Action Research Project	Performance based assessment	During Methods course and Capstone internship semesters combined
<b>BSE SPED K-12</b>	<b>Name of Assessment</b>	<b>Form of Assessment</b>	<b>When the Assessment is Administered</b>
<b>Assessment 1: Licensure Assessment or other content-based assessment</b>	Praxis II content exams	State licensure exam	Prior to Internship
<b>Assessment 2: Content Knowledge in Special Education</b>	Characteristics Case Study	Project based assessment	ELSE 4183 Characteristics of Exceptional Learners
<b>Assessment 3: Candidate ability to plan</b>	Differentiated Lesson Plan	Performance based assessment	ELSE 4212 Elementary Practicum in Special Education ELSE 4242 Secondary Practicum in Special Education
<b>Assessment 4: Student Teaching</b>	Summative Evaluation of Teaching Performance for Teacher Candidates	Observational assessment	ELSE 4216 Special Education Teacher Internship-Elementary ELSE 4226 Special Education Teacher Internship-Secondary

<b>Assessment 5: Candidate effect on student learning</b>	Tier 3 Behavior Project	Project based assessment	ELSE 4163 Introduction to Characteristics of Students with Emotional Behavior Disorders
<b>Assessment 6: Additional assessment</b>	IEP Report	Project based assessment	ELSE 4143 Curriculum Planning
<b>Assessment 7: Additional assessment</b>	Professional Development Project	Project based assessment	ELSE 4203 Family and Community Systems
<b>Assessment 8: Additional assessment</b>	Teacher Work Sample	Performance based assessment	ELSE 4133 Behavioral, Academic, and Social Intervention in the Exceptional Classroom
<b>MAT (SPED)</b>	<b>Name of Assessment</b>	<b>Form of Assessment</b>	<b>When the Assessment is Administered</b>
<b>Assessment 1: Licensure Assessment or other content-based assessment</b>	Praxis II content exams	State licensure exam	Prior to Special Education Capstone Internship
<b>Assessment 2: Content Knowledge in Special Education</b>	IEP Project	Performance Based Project with Rubric	ELSE 6053 Adv Methods of Teaching Students w/Mild/Moderate Disabilities
<b>Assessment 3: Candidate ability to plan</b>	edTPA Task 1, Task 2, Task 3 Rubrics 1-15 20% Representative Sample Submitted to Pearson with Overall Score of 37	Criterion Reference Exam	ELSE 6196 CAPSTONE Internship
<b>Assessment 4: Student Teaching</b>	CAPSTONE Internship Summative Evaluation	Observational Evaluation Instrument	ELSE 6196 Special Education Internship
<b>Assessment 5: Candidate effect on student learning</b>	Positive Behavior Interventions and Supports Project	Project based assessment with rubric	ELSE 6163 Positive Behavior Intervention and Supports
<b>Assessment 6: Additional assessment</b>	Special Education Paraprofessional Training Project	Performance Based Assessment with Rubric	ELSE 6196 CAPSTONE Internship

<b>Assessment 7: Additional assessment</b>	Assessment Case Study	Project based assessment with rubric	ELSE 5043 Educational Diagnosis and Assessment
<b>Assessment 8: Additional assessment</b>	Collaboration Meeting Project	Project based assessment with rubric	ELSE 6196 Special Education Internship
<b>Advanced Programs</b>			
<b>Curriculum &amp; Instruction M.S.E</b>	<b>Name of Assessment</b>	<b>Form of Assessment</b>	<b>When Assessment is Administered</b>
<b>Assessment 1: Licensure assessment</b>	School Building level Assessment (SLLA)	Exam required by State of Arkansas for Licensure	Exam administered prior to licensure
<b>Assessment 2: Assessment of content knowledge in Special Education</b>	NELP Content Assessment	Project with Rubric	ELAD 6493 Supervised Internship for Curriculum Administrators
<b>Assessment 3: Assessment of candidate ability to plan instruction</b>	Clinical Supervision Model	Project with Rubric	ELCI 6083/7083 Supervision and Evaluation of Teaching
<b>Assessment 4: Assessment of student teaching</b>	Site Supervision Report (Site Mentor Evaluation)	Observation	ELCI 6493 Supervised Internship for Curriculum Administrators
<b>Assessment 5: Assessment of candidate effect on student learning</b>	Action Research to Enhance Teaching and Learning	Performance Based Assessment	ELCI 6533/7533 Theories of Instruction
<b>Assessment 6: Additional assessment that addresses NELP standards</b>	Key Communicators	Project with Rubric	ELAD 6003/7003 School Community Relations
<b>Assessment 7: Additional assessment that addresses NELP standards</b>	Strategic Communications Plan	Project with Rubric	ELAD 6033 Administration and Supervision of Special Education
<b>Educational Leadership MSE</b>	<b>Name of Assessment</b>	<b>Form of Assessment</b>	<b>When Assessment is Administered</b>
<b>Assessment 1: Licensure assessment</b>	School Building level Assessment (SLLA)	State licensure exam	Exam administered prior to licensure.

<b>Assessment 2: Assessment of content knowledge</b>	NELP Content Assessment	Project based assessment	ELAD 6593 Supervised Internship for Curriculum Administrators
<b>Assessment 3: Assessment of candidate ability to plan instruction</b>	Clinical Supervision Model	Project based assessment	ELCI 6083/7083 Supervision and Evaluation of Teaching
<b>Assessment 4: Assessment of student teaching</b>	Site Supervision Report (Site Mentor Evaluation)	Observational assessment	ELAD 6593 Supervised Internship for Administrators
<b>Assessment 5: Assessment of candidate effect on student learning</b>	Leading through Action Research Project	Performance based assessment	ELAD 6583/7583 Leading School Improvement
<b>Assessment 6: Additional assessment that addresses NELP standards</b>	Key Communicators	Project based assessment	ELAD 6003/7003 School Community Relations
<b>Assessment 7: Additional assessment that addresses NELP standards</b>	Strategic Communications Plan	Project based assessment	ELAD 6033 Administration and Supervision of Special Programs
<b>Educational Leadership Ed.S.</b>	<b>Name of Assessment</b>	<b>Form of Assessment</b>	<b>When Assessment is Administered</b>
<b>Assessment 1: Licensure assessment</b>	School Superintendents Assessment (SSA)	State licensure exam	Exam administered prior to licensure.
<b>Assessment 2: Assessment of content knowledge</b>	NELP Content Knowledge Assessment	Performance based assessment	ELAD 7493 Supervised Internship
<b>Assessment 3: Assessment of candidate ability to plan instruction</b>	District Improvement Plan	Project based assessment	ELCI 7523 Curriculum Theory and Practice
<b>Assessment 4: Assessment of student teaching</b>	Site Mentor Evaluation	Observational assessment	ELAD 7493 Supervised Internship
<b>Assessment 5: Assessment of candidate effect on student learning</b>	District Intervention Diversity Model	Project based assessment	ELAD 7073 Schooling in a Pluralistic Society
<b>Assessment 6: Additional assessment that addresses NELP standards</b>	School District Finance Project	Project based assessment	ELAD 7103 School District Administration



<b>Gifted &amp; Talented Education</b>	<b>Name of Assessment</b>	<b>Form of Assessment</b>	<b>When Administered</b>
<b>Assessment 1: Licensure assessment</b>	Praxis II content exams	State licensure exam	Prior to ELSE 6833 Practicum
<b>Assessment 2: Assessment of content knowledge in Special Education</b>	Comprehensive (content-application) Practicum Project	Performance based assessment	ELSE 6833 Practicum
<b>Assessment 3: Assessment of candidate ability to plan instruction</b>	Instructional Plan	Project based assessment	ELSE 5713 Project A
<b>Assessment 4: Assessment of student teaching</b>	Teaching Observation Rating Scale (TORS)	Observational assessment	ELSE 6833 Three Lessons observations
<b>Assessment 5: Assessment of candidate effect on student learning</b>	Intervention/Action Research Project	Project based assessment	ELSE 5713 Project B
<b>Assessment 6: Additional assessment that addresses CEC standards</b>	Case Study for Project	Project based assessment	ELAD 5723 Project D
<b>Assessment 7: Additional assessment that addresses CEC standards</b>	Collaboration Plan	Project based assessment	ELSE 6033 Project C
<b>Assessment 8: Additional assessment that addresses CEC standards</b>	Diversity Plan	Project based assessment	ELSE 6833 Practicum project B
<b>Special Education K-12</b>	<b>Name of Assessment</b>	<b>Form of Assessment</b>	<b>When Assessment is Administered</b>
<b>Assessment 1: Licensure assessment</b>	Praxis Exam 5354	Licensure Exam	Prior to Clinical Laboratory Experience
<b>Assessment 2: Assessment of content knowledge in Special Education</b>	IEP Project	Performance – based rubric with rubric	ELSE 6073 Advanced Teaching Method of Significantly Disabled (Fall/Spring Across Semester)
<b>Assessment 3: Assessment of candidate ability to plan instruction</b>	Content Specific Lesson Plan	Lesson Plan/Scoring Rubric	ELSE 6043 – Strategies for Teaching Exceptional Learners in the Content Areas (Fall 2/Sum 2)

<b>Assessment 4: Assessment of student teaching</b>	Teaching Internship Evaluation Summative Module	Evaluation Instrument	ELSE 6193 Special Education Lab Experience (Fall/Spring Across Semester)
<b>Assessment 5: Assessment of candidate effect on student learning</b>	Positive Behavior Intervention and Support (PBIS) Project	Performance Based Project with Rubric	ELSE 6163 Positive Behavior Interventions and Support (Spring 1/Sum 2)
<b>Assessment 6: Additional assessment that addresses CEC standards</b>	Special Education Law Staff Development Module	Project with Rubric	ELAD 6423 Ethical and Legal Issues in Special Education (Spring 2/Sum 2)
<b>Assessment 7: Additional assessment that addresses CEC standards</b>	Assessment Case Study	Assessment Case Study Rubric	ELSE 5043 Assessment and Instruction of Exceptional Learners (Fall 1/Sum 1)
<b>Assessment 8: Additional assessment that addresses CEC standards</b>	Collaboration Service Project	Project with Rubric	ELSE 5083 Collaboration for Special Education Service Delivery (Spring 1/Sum 2)
<b>School Psychology</b>	<b>Name of Assessment</b>	<b>Form of Assessment</b>	<b>When Assessment is Administered</b>
<b>Assessment 1: Licensure assessment</b>	Praxis II content exams	State licensure exam	Spring semester of PSY 782V Supervised Internship Year 3
<b>Assessment 2: Assessment of content knowledge in Special Education</b>	Student Grades	Cumulative grade point	Each Semester Cumulative upon Graduation Year 3
<b>Assessment 3: Assessment of candidate ability to plan instruction</b>	Field Supervisor Ratings, University Supervisor Ratings from PSY 7613 Practicum in School Psychology Fall and Spring Semesters	Performance based assessment	Fall and Spring Semesters Year 2
<b>Assessment 4: Assessment of student teaching</b>	Field Supervisor Ratings from PSY 782V Supervised Internship Fall and Spring Semester	Observational assessment	Fall and Spring Semesters Year 3
<b>Assessment 5: Assessment of candidate effect on student learning</b>	Academic and Behavioral Case Studies from PSY 782V Supervised Internship	Project based assessment	Fall and Spring Semesters Year 3

<b>Assessment 6: Additional assessment that addresses standards</b>	Academic and Behavioral Case Studies from PSY 782V Supervised Internship	Project based assessment	Fall and Spring Semesters Year 3
<b>Assessment 7: Additional assessment that addresses standards</b>	Comprehensive Exam	Summative assessment	Spring Semester Year 3
<b>Assessment 8: Additional assessment that addresses standards</b>	Advanced Employer Satisfaction Survey	Survey assessment	1 Year Post Graduation
<b>School Counseling</b>	<b>Name of Assessment</b>	<b>Form of Assessment</b>	<b>When Assessment is Administered</b>
<b>Assessment 1: Licensure assessment</b>	PRAXIS II 5421 / 5422 Exams (5422 in effect after September 1, 2023)	State Licensure Exam	Last semester of program
<b>Assessment 2: Assessment of content knowledge</b>	Student GPA	Cumulative grade point	Each Semester Cumulative upon Graduation
<b>Assessment 3: Assessment of candidate ability to plan instruction</b>	Field Supervisor Ratings, Faculty Supervisor Ratings form Internship I, and Internship II	Observational assessment	Fall and Spring semesters during last 2 semesters of program
<b>Assessment 4: Assessment of student teaching</b>	Field Supervisor Ratings, Faculty Supervisor Ratings form Internship I, and Internship II	Observational assessment	Fall and Spring semesters during last 2 semesters of program
<b>Assessment 5: Assessment of candidate effect on student learning</b>	Cross Grade Level Assignment	Project Based Assessment	During last 2 semesters of program
<b>Assessment 6: Additional assessment that addresses standards</b>	Cross Grade Level Assignment	Project Based Assessment	During last 2 semesters of program
<b>Assessment 7: Additional assessment that addresses standards</b>	Comprehensive Exam	Summative assessment	Fall or Spring semester during Internship II

<b>Reading MSE</b>	<b>Name of Assessment</b>	<b>Form of Assessment</b>	<b>When Assessment is Administered</b>
<b>Assessment 1: Licensure assessment</b>	Praxis II Reading Specialist Exam	State Licensure Exam	Last semester of program
<b>Assessment 2: Assessment of content knowledge</b>	Program Evaluation/Report and Professional Development Reflection	Summative Assessment	RDNG 6353 Reading Practicum II
<b>Assessment 3: Assessment of candidate ability to plan instruction</b>	Assessment, Instruction, and Intervention Report	Project based assessment	RDNG 6553 Adolescent Literacy
<b>Assessment 4: Assessment of student teaching</b>	Examination of Diverse Learners and Dispositional Reflection	Summative Assessment	RDNG 6533 Literacy for Diverse Learners
<b>Assessment 5: Assessment of candidate effect on student learning</b>	Assessment and Intervention Report	Project based assessment	RDNG 6333 Reading Practicum I
<b>Assessment 6: Additional assessment that addresses ILA standards</b>	Cognitive Profile of Literacy Instruction	Project based assessment	RDNG 6563 Principles of Literacy Cognition
<b>Assessment 7: Additional assessment that addresses ILA standards</b>	Advocating for Best Practices in Emergent Literacy	Summative Assessment	RNDG 6513 Emergent Literacy
<b>Reading EdS</b>	<b>Name of Assessment</b>	<b>Form of Assessment</b>	<b>When Assessment is Administered</b>
<b>Assessment 1: Licensure assessment</b>	Praxis II Reading Specialist Exam	State Licensure Exam	Last semester of program

<b>Assessment 2: Assessment of content knowledge</b>	Assessment, Instruction, and Intervention Report	Project based assessment	RDNG 6553 Adolescent Literacy
<b>Assessment 3: Assessment of candidate ability to plan instruction</b>	Examination of Diverse Learners and Dispositional Reflection	Summative Assessment	RDNG 6533 Literacy for Diverse Learners
<b>Assessment 4: Assessment of student teaching</b>	Assessment and Intervention Report	Project based assessment	RDNG 6333 Reading Practicum I
<b>Assessment 5: Assessment of candidate effect on student learning</b>	Cognitive Profile of Literacy Instruction	Project based assessment	RDNG 6563 Principles of Literacy Cognition
<b>Assessment 6: Additional assessment that addresses ILA standards</b>	Advocating for Best Practices in Emergent Literacy	Summative Assessment	RNDG 6513 Emergent Literacy
<b>Assessment 7: Additional assessment that addresses ILA standards</b>	Framework for Literacy Reform	Summative Assessment	RDNG 7393 Literacy Leaders as Community Advocates

### EPP Assessment System: Key Assessments and Data Utilization

<b>EPP Operations</b>			
<b>Assessment</b>	<b>Schedule and Responsibilities</b>	<b>Data Distribution</b>	<b>Data Utilization</b>
University Supervisor Evaluation Report	Collected electronically from capstone interns at the end of each semester.	Shared with Dean, Department chair, and faculty each semester	Strengths and areas of need
Internship Appeals Committee	Continuously as needed	PEP Director, Associate Dean, Internship Coordinator, Academic Chair, EPP Faculty (2)	Re-admission to program
Student Academic Grievance Procedure		College Appeals Committee	Fairness, consistency and avoidance of bias
Promotion and Tenure	Annually as needed for eligible faculty	Collected by faculty and reviewed by tenured faculty, department chair, and Dean	Assurance of faculty competency

		followed by PRT Committee, Provost, and Chancellor  Review Panel for EPP faculty outside of CoEBS	
Higher Learning Commission (HLC)	Seven years	HLC Commissions Board	Performance and Effectiveness
Annual Program Assessment Report	Annually	Shared with Office of Assessment	Performance strengths and weaknesses
CAEP Annual Report	Annually	CAEP Coordinator submits to CAEP	EPP and program performance
CAEP	Seven years	EPP compiles and then evaluated by review team (CAEP)	Performance and alignment to national/state standards
Specialized Professional Associations (SPA)	Three years before CAEP visit	EPP compiles and then evaluated by SPA	Performance on key assessments Alignment to National/State Standards.
Arkansas State University Status Report (Title II)	Annually	PEP office submits	Performance and completion rate.
<b>Faculty Effectiveness</b>			
<b>Assessment</b>	<b>When the Assessment Occurs</b>	<b>Who Evaluates the Assessment</b>	<b>What the Assessment Demonstrates?</b>
Course Evaluations	Each semester	Collected electronically from candidates. Shared with Dean, Department Chair, and faculty each semester.	Faculty reviews to improve instruction and courses. Assurance of faculty competency.

Promotion and Tenure	Annually as needed	Collected by faculty and reviewed by tenured faculty and Department Chair followed by Dean, PRT Committee, Provost, President	
Merit Report	Annually	Submitted by Department Chair and reviewed by Dean	
<b>Program Effectiveness</b>			
<b>Assessment</b>	<b>When the Assessment Occurs</b>	<b>Who Evaluates the Assessment</b>	<b>What the Assessment Demonstrates</b>
Peer Review of Assessment Reporting	Bi-annually	Arkansas State Program Assessment Committee (PAC)	Course review, program review, program needs; The need, if any, for programmatic changes; and  As an indicator of program effectiveness



EPP Intern Exit Survey (Initial)	Completion of Capstone Internship	Completed by candidate, analyzed by IPAC	Candidates perception of preparation The need, if any, for programmatic changes; and  As an indicator of program effectiveness
Employer Survey	1 to 3 years post-graduation	Completed by Employers of graduates and submitted to Dean and analyzed by IPAC and APAC	Program review
Completers Survey (Advanced)	1 to 3 years post-graduation	Completed by Graduates and submitted to ____, analyzed by IPAC and APAC	
ADE Novice Teacher Supervisor Survey	Annually	Completed by first year teachers in Arkansas and submitted to ADE, analyzed by IPAC	
A-State EPPQR	Annually	IPAC and APAC	
PRAXIS Exams Pass Rates	Bi-Annually (September/October)	IPAC and APAC	

EPP End of Year Statistical Summary Report (GPA, Entrance Exam Scores)	Annually (July)	PEP Office, Dean, and IPAC/APAC	
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