

**College of Education and Behavioral Science**

**EPP Faculty Meeting**

**Agenda**

*November 15, 2023*

*3:30 pm – 4:30 pm*

Call to Order .....Lance G. Bryant  
Welcome .....Mary Jane Bradley

**EPP Updates**

CAEP Update.....Wayne Wilkinson  
Field Placement and Licensure Updates.....Audrey Bowser  
COPE Update.....Amanda Lambertus  
Diversity.....Dixie Keyes  
Recruitment..... Beverly Gilbert  
IPAC.....Lisa Rice  
APAC.....Karen Graham  
  
Program Updates.....Various

**Other EPP Updates**

Other Business  
Announcements  
Adjournment

**Next Meeting: Wednesday, February 14 @ 3:30 pm, Delta Center 201**

## Announcements from Professional Education Programs

Dr. Bowser, Director

November 15, 2023

### Important Dates for University Supervisors with Capstone Interns

- Educator Disposition Assessment Due – October 12 (should have submitted to LiveText)
- Spring 2024 MAT Orientation – November 30 (VIRTUAL)
- Last full day of Fall 2023 teaching internship – December 8
- Fall 2022 Exit Evaluation – December 11
- TESS Summative (submit to LiveText by December 12)
- Spring 2024 Undergraduate Orientation at All Campuses – January 4 & 5
- University Supervisor Meetings for Spring 2024 Interns – Friday, January 5

### Timeline for Program Revisions to Meet One-Year Residency

**Beginning 2024 -2025 all programs must utilize the Aspiring Teacher Rubric** based on TESS for evaluating the effectiveness of the candidate during their supervised clinical practice.

**Fall 2024/Spring 2025** - Program Revisions can be submitted as EPP completes the proposal and can be submitted anytime.

#### 2025 - 2026

**Fall 2025** - Early adopters with approved program revisions are implemented.

**Spring 2026** - February 1, 2026, is the deadline to submit proposals for Fall 2026 implementation. "All programs not meeting the deadline will be discontinued and deletion proposals must be submitted by EPP for candidates already enrolled."

#### 2026 - 2027

A one-year Residency is part of all first-time licensure programs of study.

**Note** - Joan Luneau hopes to disseminate the final draft of the program proposal protocol for licensure programs in November 2023.

### Licensure Assessment Changes

Licensure Content Area	Current Exam	New Version Praxis	New Cut Score	Start Date
Family & Consumer Sciences	5122	5123	TBA	9/01/2024
Social Studies CK (7-12)	5081	5581	TBA	9/01/2024
Technology Education	5051	5053	TBA	9/01/2024

### Licensure Assessment Ready News – Michael Rowland

DESE is sponsoring Praxis tutoring sessions for several low pass rate and/or high-volume tests. **All sessions are free**, virtual, and facilitated by an expert in the content area. The most current information can be found on the [Licensure Assessment Ready website](#)

### Last Licensure Meeting – November 7

Aspiring Teacher Permit – Karli Saracini and Melissa Jacks

An Aspiring Teacher may be employed in a teacher of record position for the area in which they are currently completing a traditional internship through an approved Arkansas university. The Aspiring Teacher Permit should be used for a teaching vacancy, not for a temporary or long-term substitute. The MOU of support between the university and the school district must be established before proceeding with a request.

# Education Preparation Programs Deans Meeting

October 11, 2023



DIVISION OF ELEMENTARY  
& SECONDARY EDUCATION

# Meet the team supporting the State Review



**Karli Saracini**  
Arkansas Department of Education  
*Assistant Commissioner, Educator Effectiveness*



**Sharlee Crowson**  
Arkansas Department of Education  
*Special Projects Coordinator*



**Josh McGee**  
University of Arkansas  
*Office for Education Policy*



**Celena Siprajim**  
Education First  
*Principal*



**Ashton Toone**  
Education First  
*Associate*

<b>1</b>	<b>Welcome and Framing</b>	<b>5 mins</b>
<b>2</b>	<b>Review the State Review Framework</b>	<b>10 mins</b>
<b>3</b>	<b>Overview of Standard 1 and Standard 3 Updates</b>	<b>20 mins</b>
<b>4</b>	<b>Share Approach for Standard Ratings and Overall Scoring</b>	<b>10 mins</b>
<b>5</b>	<b>Next Steps and Closing</b>	<b>10 mins</b>

## Objectives

- Review the State Review Framework and updates to finalize standards
- Understand the approach for rating each standard and the overall scoring method
- Learn about next steps to prepare for the first State Review cycle starting in January 2024

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The State Review was developed to ensure that Arkansas students have access to day one ready teachers for three primary reasons

An effective teacher is one of the most significant school-based levers influencing student achievement and students' life outcomes



Students need teachers who are prepared with the content knowledge and instructional skills to make a positive impact on their learning from day one



Arkansas is experiencing a demand for teachers that is unmatched by the supply of teachers coming out of preparation programs



*The goal of the Arkansas State Review is to set a shared bar for high quality preparation in the state and to support a process of continuous improvement to ensure all new teacher candidates prepared through those programs are ready to meet the needs of Arkansas students on day one.*

## Standard 1: Candidate Recruitment & Completion

### Indicator

1.1  
Plans

#### Criteria

a. Programs have formal plans to meet the targets described in the state review framework (i.e., Standards 1-3) and show evidence of acting on their plans.

### Indicator

1.2  
Recruitment

#### Criteria

a. Programs meet annual recruitment targets that align with their program size and Arkansas's workforce needs.  
b. Programs recruit candidates for Arkansas certification shortage areas in proportion to the need.

### Indicator

1.3  
Completion

#### Criteria

a. Candidates have high rates of persistence from enrollment to completion.

## Standard 2: Preparing Candidates Effectively

### Indicator

2.1  
Coursework

#### Criteria

a. Candidates receive high-quality program coursework that is evidence-based.  
b. Candidates' coursework supports their development as a teacher.  
c. Candidates are provided with knowledgeable and effective course instructors.

### Indicator

2.2  
Clinical Experiences

#### Criteria

a. Candidates are provided clinical experiences that support their development as a teacher.  
b. Candidates across the program are provided with an effective clinical internship.  
c. Strong partnerships exist between the EPP and K12 schools and districts that facilitate the development of strong candidates.

### Indicator

2.3  
Development

#### Criteria

a. Candidates are successful with their program coursework.  
b. Candidates are successful in their clinical internship.

## Standard 3: Supporting Workforce Needs

### Indicator

3.1  
Licensure

#### Criteria

a. A high proportion of program candidates obtain a standard license.  
b. A high proportion of alternative route enrollees are provisionally licensed.  
c. A high proportion of traditional program candidates pass the content exam in their area on the first try.

### Indicator

3.2  
Employment

#### Criteria

a. A high proportion of completers are employed in Arkansas public schools.  
b. A high proportion of completers work in high-priority Arkansas public school districts and subjects.  
c. Program completers remain in the classroom for multiple years.

### Indicator

3.3  
Effectiveness

#### Criteria

a. School leaders rate program completers that they hire as effective classroom teachers.  
b. During their first year as a teacher, completers feel that their program prepared them well to be a teacher.  
c. A high proportion of program completers have above average value-added scores.

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## Standard 1: Candidate Recruitment & Completion

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### Indicator

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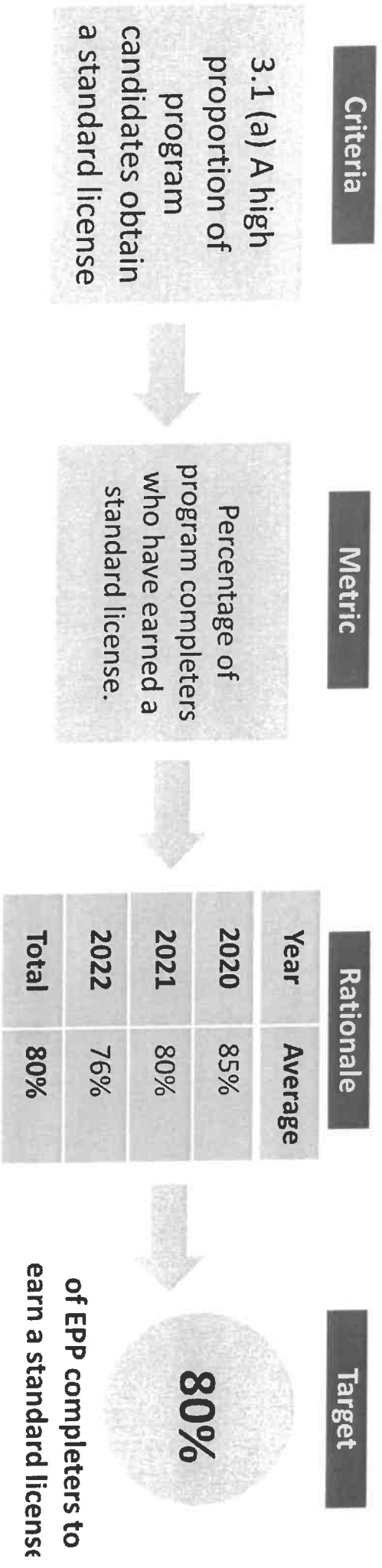
### Indicator

3.3  
Effectiveness

#### Criteria

a. School leaders rate program completers that they hire as effective classroom teachers.  
b. During their first year as a teacher, completers feel that their program prepared them well to be a teacher.  
c. A high proportion of program completers have above average value-added scores.

# Let's look at a detailed example of the metrics and scoring approach



## Scoring

Exceeds Expectations (3 points)	Exceeds the standard licensure rate target	<i>standard licensure rate &gt; 80%</i>
Meets Expectations (2 points)	Within 5 percentage points below the target	<i>80% &gt;= standard licensure rate &gt;= 75%</i>
Approaching (1 points)	Between 5 and 10 percentage points below the target	<i>75% &gt;= standard licensure rate &gt;= 70%</i>
Below (0 points)	More than 10 percentage points below the target	<i>standard licensure rate &lt; 70%</i>

# Standard 1.1 Candidate Recruitment & Completion

Criteria

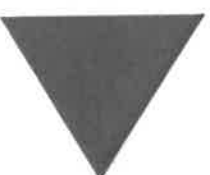
1.1 (a) Programs have formal plans to meet the targets described in the state review framework (i.e. Standards 1-3) and show evidence of acting on their plans

Metric

Formal plan has been created and is routinely updated.

Target

Formal plan that addresses each indicator of the framework and provides evidence of action.



**Meets Expectations**  
**Plan addresses but does not provide evidence for each indicator.**

Criteria

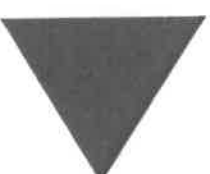
1.2 (a) - Programs meet annual recruitment targets that align with their program size and Arkansas's workforce need.

Metric

Number of candidates enrolled relative to the program's enrollment goal.

Target

Annual enrollment growth of 3 percent.



**Meets Expectations**  
**Annual enrollment growth between 1.5% and 3%.**

# Standard 1 · Candidate Recruitment & Completion

## Criteria

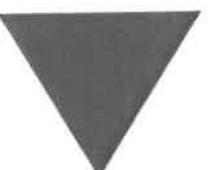
1.2 (b) - Programs recruit candidates for Arkansas certification shortage areas in proportion to the need

## Metric

Percentage of program candidates recruited in shortage areas compared to the need.

### Target

**24 percent** of new enrollees are in subject shortage areas.



**Meets Expectations**  
**Between 19% and 24% of new enrollees are in subject shortage areas.**

## Criteria

1.3 (a) - Candidates have high rates of persistence from enrollment to completion.

## Metric

Percentage of candidates persisting from beginning of program to completion.

### Target

Programs' three-year completion rates are above **81 percent**.



**Meets Expectations**  
**Three-year completion rate is between 71% and 81%.**

# Standard 3: Supporting Workforce Needs

## Criteria

3.1 (a) A high proportion of program candidates obtain a standard license

## Metric

Percentage of program completers who have earned a standard license.

## Target

80 percent of EPP completers earn a standard license.



**Meets Expectations**  
**Between 75% and 80% of completers earn a standard license.**

## Criteria

3.1 (b) A high proportion of alternative route enrollees are provisionally licensed.

## Metric

Percentage of alternative route enrollees who are provisionally licensed.

## Target

61 percent of alternative route enrollees are provisionally licensed.



**Meets Expectations**  
**Between 56% and 61% of alternative route enrollees are provisionally licensed.**



# Standard Supporting Workforce Needs

## Criteria

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

## Metric

Percentage of first-time licensure exam test takers that pass.

### Target

74 percent of traditional program enrollees pass their licensure exam on their first attempt.

**Meets Expectations**  
**Between 69% and 74% of traditional program enrollees pass their licensure exam on their first attempt.**

## Criteria

3.2 (a) A high proportion of completers are employed in Arkansas public schools.

## Metric

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

### Target

45 percent of completers are licensed and gain employment at an Arkansas public school.

**Meets Expectations**  
**Between 40% and 45% of completers are licensed and gain employment at an Arkansas public school.**

# Standard Supporting Workforce Needs

## Criteria

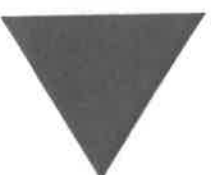
3.2 (b) A high proportion of completers work in high-priority Arkansas public school districts and subjects.

## Metric

Percentage of completers who are licensed and gain employment in high-priority Arkansas public school districts and subjects in their first three years after completion.

## Target

**18 percent** of completers are licensed and gain employment in high-priority Arkansas public school districts and subjects.



**Meets Expectations**  
**Between 13% and 18% of completers are licensed and gain employment in high-priority Arkansas public school districts and subjects.**

## Criteria

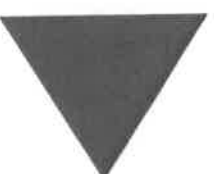
3.2(c) Program completers remain in the classroom for multiple years.

## Metric

Program completers' average licensed teaching experience in Arkansas public schools 3 years after completion.

## Target

Completers have an average of **1.6 years** of licensed teaching experience in Arkansas public schools 3 years after completion.



**Meets Expectations**  
**Completers have an average of between 1.1 and 1.6 years of licensed teaching experience in Arkansas public schools 3 years after completion.**

# Standard 3: Supporting Workforce Needs

## Criteria

3.3 (a) School leaders rate program completers that they hire as effective classroom teachers.

## Metric

School leaders' perception of program completer effectiveness across the following domains: Planning and preparation; Classroom environment; Instruction; and Professional responsibilities. Based on responses to the EPP Completer Supervisor Survey conducted annually by DESE.

## Target

**81 percent** of school leaders give completers an average preparedness rating of "Agree" across all domains.

**Meets Expectations**  
Between 76% and 81% of school leaders give completers an average preparedness rating of "Agree" across all domains.

## Criteria

3.3 (b) During their first year as a teacher, completers feel that their program prepared them well to be a teacher.

## Metric

Program completers' perception of program completer effectiveness across the following domains: Planning and preparation; Classroom environment; Instruction; and Professional responsibilities. Based on responses to the EPP Completer Survey conducted annually by DESE.

## Target

**75 percent** of completers report an average preparedness rating of "Agree" or better across all domains.

**Meets Expectations**  
Between 70% and 75% of completers report an average preparedness rating of "Agree" across all domains.

**Criteria**

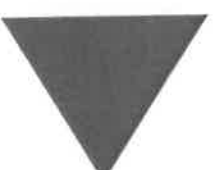
3.3(c) A high proportion of program completers have above average value-added scores.

**Metric**

Percentage of program completers who have above average value-added scores in their first three years after completion.

**Target**

44 percent of completers will have average value-added scores greater than or equal to 80.



**Meets Expectations**

Between 39% and 44% of completers have average value-added scores greater than or equal to 80.

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We've developed the following performance level legend that will be reflected in the scoring pattern

Performance Level	Average Score Equivalent	Score Cut-Off
Exceeds	Exceeds on two of three Standards or Indicators	Average Score $\geq$ 2.67
Meets	Meets on all three standards or indicators	2.67 < Average Score < 1.67
Approaching	Approaching on one Standard or Indicator and Meets on the other two	1.67 $\leq$ Average Score < 0.67
Below	Below on one Standard or Indicator and Approaching on the other two	Average Score $\leq$ 0.67

Here is an example of what the scoring pattern looks like

	Criteria Scores			Indicator Score	Standard Performance Level and Score				
	1.1	1.2(a)	1.2(b)	1.2	1.3(a)	1.3	Avg. Indicator Score	Standard 1 Performance Level	Standard 1 Performance Score
EPP A	2.00	3	3	3.0	3	3.0	2.67	Exceeds	3
EPP B	2.00	3	0	1.5	3	3.0	2.17	Meets	2
EPP C	2.00	1	0	0.5	2	2.0	1.50	Approaching	1
EPP D	2.00	0	0	0.0	0	0.0	0.67	Below	0

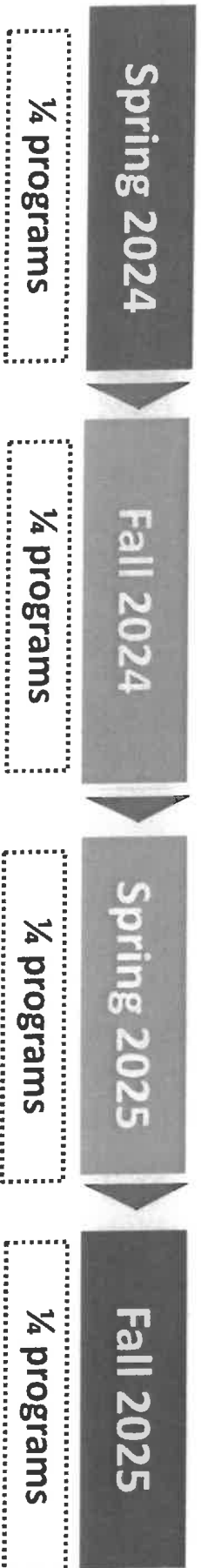
	Overall Score					Overall Performance Level
	Standard 1 Performance Score	Standard 2 Performance Score	Standard 3 Performance Score	Avg Performance Score		
EPP A	3	2	3	2.67		Exceeds
EPP B	2	2	3	2.33		Meets
EPP C	1	2	1	1.33		Approaching
EPP D	0	2	0	0.67		Below

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# Comprehensive State Review

Every six years across four academic cycles



## On-Site Review Timeline



## Science of Reading Audit

Every three years across three semesters



## Partial State Review

Every year



## Next Steps to Prepare for the State Review and Science of Reading Audit



- Introductory calls for State Review will be scheduled through DESE and TNTP/TPP-US
- Recruiting reviewers for the State Review Reviewer Team
- DESE will share the updated State Review Framework and Tools

# ARKANSAS EDUCATOR PREPARATION PROVIDER STATE REVIEW FRAMEWORK

STANDARD 1 RECRUITMENT & COMPLETION	
<b>INDICATOR</b>	<b>1.1 Plans**</b>
<b>CRITERIA</b>	<p>a. Programs have formal plans to meet the targets described in the state review framework (i.e., Standards 1-3) and show evidence of acting on their plans**</p>
	<b>1.2 Recruitment</b>
	<p>a. Programs meet annual recruitment targets that align with their program size and Arkansas's workforce needs</p> <p>b. Programs recruit candidates for Arkansas certification shortage areas in proportion to the need</p>
	<b>1.3 Completion</b>
	<p>a. Candidates have high rates of completion</p>

STANDARD 2 PREPARING CANDIDATES EFFECTIVELY	
<b>INDICATOR</b>	<b>2.1 Coursework**</b>
<b>CRITERIA</b>	<p>a. Candidates receive high-quality program coursework that is evidence-based</p> <p>b. Candidates' coursework supports their development as a teacher</p> <p>c. Candidates are provided with knowledgeable and effective course instructors</p>
	<b>2.2 Clinical experiences**</b>
	<p>a. Candidates are provided clinical experiences that support their development as a teacher</p> <p>b. Candidates across the program are provided with an effective clinical internship</p> <p>c. Strong partnerships exist between the EPP and K12 schools &amp; districts that facilitate the development of strong candidates</p>
	<b>2.3 Development**</b>
	<p>a. Candidates are successful with their program coursework</p> <p>b. Candidates are successful in their clinical internship</p>

STANDARD 3 SUPPORTING WORKFORCE NEEDS	
<b>INDICATOR</b>	<b>3.1 Licensure</b>
<b>CRITERIA</b>	<p>a. A high proportion of program candidates obtain a standard license</p> <p>b. A high proportion of alternative route enrollees are provisionally licensed</p> <p>c. A high proportion of traditional program candidates pass the content exam in their area on the first try</p>
	<b>3.2 Employment</b>
	<p>a. A high proportion of completers are employed in Arkansas public schools</p> <p>b. A high proportion of completers work in high-priority Arkansas public school districts and subjects</p> <p>c. Program completers remain in the classroom for multiple years</p>
	<b>3.3 Effectiveness</b>
	<p>a. School leaders rate program completers that they hire as effective classroom teachers</p> <p>b. During their first year as a teacher, completers feel that their program prepared them well to be a teacher</p> <p>c. A high proportion of program completers have above average value-added scores</p>

\*\*Criteria are evaluated with evidence submitted by EPPs through on-site review. All other criteria use data collected through the state-run collection process.

## STANDARD 1 RUBRIC: RECRUITMENT & COMPLETION

### 1.1: PLANS

**Intent:** Indicator 1.1 requires EPPs to submit plans of continuous improvement. The goal is to ensure that meaningful change is happening in order to continue to improve to meet state requirements and best practices.

<b>Criteria 1.1(a) Programs have formal plans to meet the targets described in the state review framework (i.e., Standards 1-3) and show evidence of acting on their plans</b>			
Exceeds	Meets	Approaching	Below
<b>Metric 1: Formal plan has been created and is routinely updated</b>			
Plan addresses and provides evidence of action for each framework indicator	Plan addresses each indicator of the state review framework and provides evidence of actions to implement the plan	Plan does not address each framework indicator	There is no plan

### 1.2: RECRUITMENT

**Intent:** The purpose of Indicator 1.2 is to tell the story of recruitment within and across EPP programs in Arkansas. The goal is to ensure that Arkansas's future teacher workforce is large enough and in the relevant certification areas to meet the needs of all students across the state.

<b>Criteria 1.2(a) Programs meet annual recruitment targets that align with their program size and Arkansas's workforce needs</b>			
Exceeds	Meets	Approaching	Below
<b>Metric 1: Number of candidates enrolled relative to the program's enrollment goal</b> (DESE will set enrollment targets based on projected teacher need over the next 10 years)			
EPP exceeds the enrollment target	EPP's data is within 1.5 percentage points below the enrollment target	EPP's data is between 1.5 and 3 percentage points below enrollment target	EPP's data is more than 3 percentage points below enrollment target

<b>Criteria 1.2(b) Programs recruit candidates for Arkansas certification shortage areas in proportion to the need</b>			
Exceeds	Meets	Approaching	Below
<b>Metric 1: Percentage of program candidates recruited in shortage areas compared to the need</b> (Subject shortage areas and need will be determined annually by DESE. Annual targets will be based on the previous year's shortage area calculations. Targets will be based on the proportion of teachers needed in shortage area subjects relative to total demand)			
EPP exceeds the subject shortage area target	EPP's data is within 5 percentage points below the subject shortage area target	EPP's data is between 5 and 10 percentage points below the subject shortage area target	EPP's data is more than 10 percentage points below the subject shortage area target

### 1.3: COMPLETION

**Intent:** Indicator 1.3 focuses on completion rates of the program. It looks at targets that take into account data from enrollment to completion over a three-year period.

1.3 (a) Candidates have high rates of completion			
Exceeds	Meets	Approaching	Below
<b>Metric 1: Percentage of candidates completing the program</b> (DESE will set initial 3-year completion rate targets based on overall Arkansas EPP completion rates for the previous three years)			
EPP exceeds the 3-year completion rate target	EPPs data is within 10 percentage points below target	EPPs data is between 10 and 20 percentage points below target	EPPs data is more than 20 percentage points below target

Standard 1 Evidence and Data				
Documents	1.1(a)	1.2(a)	1.2(b)	1.3(a)
Program plans that cover Standards 1-3	X			
State Collected Data				
Individual level enrollment and completion data submitted by EPPs through the HEA Title II reporting process		X	X	X

## STANDARD 2 RUBRIC: PREPARING CANDIDATES EFFECTIVELY

### 2.1: COURSEWORK

**Intent:** Indicator 2.1 focuses on the quality of the coursework provided to prepare effective educators. Courses should align with the initiatives of the state of Arkansas, be clearly sequenced, and support the participant's clinical experience. This standard also focuses on the knowledge and effectiveness of the course instructors who are preparing the candidates to be day one ready to teach.

<b>Criteria 2.1(a) Candidates receive high-quality program coursework that is evidence-based</b>			
Exceeds	Meets	Approaching	Below
<b>Metric 1: Incorporation and demonstration of best practices around content instruction</b>			
EPP meets expectations for this metric and utilizes a system for annual evaluation and continuous improvement for how best practices are incorporated into coursework	Coursework clearly and intentionally incorporates nationally recognized best practices around content instruction, including recognizing and using high quality instructional materials and evidence-based practices	Coursework incorporates some nationally recognized best practices around content instruction	Coursework does not incorporate nationally recognized best practices around content instruction
<b>Metric 2: Incorporation and utilization of Arkansas K12 standards in coursework as foundation for teacher development</b>			
EPP meets expectations for this metric and utilizes a system for annual evaluation and continuous improvement for how Arkansas K-12 standards are incorporated into the coursework	<p>Coursework clearly and intentionally familiarizes candidates with Arkansas K-12 Standards throughout all grade bands within the licensure area</p> <p>Coursework clearly and intentionally provides candidates opportunities to vertically integrate standards throughout all grade bands within the licensure area</p>	<p>Coursework somewhat familiarizes candidates with Arkansas K-12 Standards throughout all grade bands within the licensure area</p> <p>Coursework provides candidates with some opportunities to vertically integrate standards throughout all grade bands within the licensure area</p>	Coursework does not train candidates to use Arkansas K-12 Standards for their licensure area
<b>Guiding Questions</b>			
<ol style="list-style-type: none"> <li>1. What nationally recognized best practices around content instruction are included in coursework?</li> <li>2. How does coursework incorporate the use of high-quality instructional materials?</li> <li>3. How does coursework support candidates to evaluate the quality of instructional materials?</li> <li>4. How does coursework ensure candidate awareness of Science of Reading?</li> <li>5. If applicable, how does coursework incorporate Math Quest?</li> <li>6. How are the Arkansas K-12 standards vertically aligned in coursework as a foundation for teacher development?</li> </ol>			

**Criteria 2.1(b) Candidates' coursework supports their development as a teacher**

Exceeds	Meets	Approaching	Below
<b>Metric 1: The sequence and progression of courses</b>			
EPP meets expectations for this metric and utilizes a system for annual evaluation and continuous improvement for how courses are sequenced	Courses are clearly and intentionally sequenced across programs of study to build off previous coursework providing candidates an opportunity to show proficiency; includes reinforcement opportunities for candidate areas of growth and shows a progressive increase in rigor	Courses are somewhat sequenced across programs of study to build off previous coursework providing candidates an opportunity to show proficiency; and sometimes includes reinforcement opportunities for candidate areas of growth and sometimes shows progressive increase in rigor	Courses are not sequenced to build off previous coursework
<b>Metric 2: Incorporation and utilization of Arkansas Educator Competencies and Arkansas Teaching Standards in coursework</b>			
EPP meets expectations for this metric and utilizes a system for annual evaluation and continuous improvement for how Arkansas Educator Competencies and Arkansas Teaching Standards are incorporated into coursework	Coursework clearly and intentionally incorporates Arkansas Educator Competencies and Arkansas Teaching Standards in a way that develops candidates to meet the knowledge and skills of their required licensure area	Coursework incorporates Arkansas Educator Competencies and Arkansas Teaching Standards in a way that partially develops candidates to meet the competencies of their required licensure area	Coursework does not incorporate Arkansas Educator Competencies or Arkansas Teaching Standards
<b>Metric 3: Alignment of coursework to clinical experience</b>			
EPP meets expectations for this metric and utilizes a system for annual evaluation and continuous improvement for how coursework is aligned to the clinical experience	Coursework is clearly and intentionally aligned to clinical experience  Candidates consistently have opportunities to reflect on and articulate the alignment with their clinical supervisor and course instructors	Coursework is somewhat aligned to clinical experience  Candidates have some opportunities to reflect on and articulate the alignment with their clinical supervisor and course instructors	Coursework shows no evidence of alignment to clinical experience

**Guiding Questions**

1. How is coursework sequenced to build from previous coursework and to increase in rigor?
2. What are the opportunities for candidates to show their level of proficiency and reflect on it?
3. How are Arkansas Educator Competencies incorporated so that candidates are supported to meet the competencies of their licensure area?
4. How are Arkansas Teaching Standards incorporated so that candidates are supported to meet the standards of teaching diverse learners?
5. What are the opportunities for candidates to reflect on the alignment of their clinical supervisor and course instructor?

**Criteria 2.1(c) Candidates are provided with knowledgeable and effective course instructors**

Exceeds	Meets	Approaching	Below
<b>Metric 1: Quality of course instructors</b>			
EPP meets expectations for this metric and utilizes a system for annual evaluation and continuous improvement of course instructor quality	Most course instructors show deep knowledge of Arkansas K12 standards, content knowledge, and content pedagogy	Some course instructors show deep knowledge of Arkansas K12 standards, content knowledge, and content pedagogy	Few course instructors show deep knowledge of Arkansas K12 standards, content knowledge, and content pedagogy
<b>Metric 2: Effectiveness of course instructors</b>			
EPP meets expectations for this metric and utilizes a system for annual evaluation and continuous improvement of course instructor effectiveness	Most course instructors have a proven history and/or show evidence of strong facilitation of coursework and providing feedback and support	Some course instructors have a proven history and/or show evidence of strong facilitation of coursework and providing feedback and support	Few course instructors have a proven history and/or show evidence of strong facilitation of coursework and providing feedback and support
<b>Guiding Questions</b>			
<ol style="list-style-type: none"> <li>1. What evidence shows that instructors have acquired deep knowledge of Arkansas K12 standards, content knowledge, and content pedagogy?</li> <li>2. How do course instructors demonstrate deep knowledge of Arkansas K12 standards through the design and facilitation of course content and assignments?</li> <li>3. How do course instructors demonstrate strong facilitation of coursework and the provision of feedback and support?</li> </ol>			



<b>Indicator 2.1 Evidence</b>			
<b>Documents</b>	<b>2.1(a)</b>	<b>2.1(b)</b>	<b>2.1(c)</b>
Program Handbook(s)	X	X	X
Programs of study / degree plans showing the progression and sequencing of coursework and connections to program checkpoints and transitions	X	X	
Course syllabi for the programs included above which include objectives and assessments aligned to: Arkansas K12 standards, use of high-quality instructional materials, state initiatives (e.g., Science of Reading, Math Quest), Aspiring Teacher Rubric*, Arkansas Educator competencies, and Arkansas Teaching Standards as appropriate	X	X	X
Roster of course instructors (faculty and facilitators who teach or supervise candidates) listing degrees obtained, most recent teaching and/or supervision assignments, teacher certification and licenses held, PreK-12 teaching experience, evidence of TESS/Aspiring Teacher Rubric* training, areas of expertise and research, recent PD and conferences			X
<b>Focus Groups</b>			
Coursework focus groups- Students (maximum of 10) who have completed at least one semester in the program, performing at a range of levels	X	X	X
<b>Visits &amp; Observations</b>			
The schedule of classes held in-person or synchronously	X	X	X
For courses offered asynchronously, access to the online platform (independently or side-by-side with an EPP member for two hours during the review). Alternatively, documentation showing the course builds for a sample of coursework (minimum 5 courses)	X	X	X

\*The Aspiring Teacher Rubric must be in use by the 2024-25 academic year. Prior to that time, EPPs may use the TESS framework or another aligned tool.

## 2.2: CLINICAL EXPERIENCES

**Intent:** Indicator 2.2 focuses on the quality, sequence and variety of the clinical experiences being provided to participants. It also measures the effectiveness of the clinical supervisors- evidence of effective coaching, high quality feedback, and clear action steps for the participant. Finally, this standard examines the collaborative processes and effective communication between the partnerships that exist between the EPP and K12 schools and districts to ensure successful clinical experiences.

<b>Criteria 2.2(a) Candidates are provided clinical experiences throughout their program that support their development as a teacher</b>			
Exceeds	Meets	Approaching	Below
<b>Metric 1: The sequence of clinical experiences</b>			
EPP meets expectations for this metric and utilizes a system for annual evaluation and continuous improvement for how all clinical experiences are sequenced for all candidates	The overall sequence of clinical experiences clearly and intentionally builds off previous experiences and includes opportunities for learning and development	The overall sequence of clinical experiences sometimes builds off previous experiences and includes opportunities for learning and development	Little or no evidence exists to show an intentional sequence of clinical experiences
<b>Metric 2: The variety of clinical experiences</b>			
EPP meets expectations for this metric and utilizes a system for annual evaluation and continuous improvement for how all clinical experiences are selected and structured for all candidates	The overall variety of clinical experiences (aligned to the Aspiring Teacher Rubric*) provides adequate opportunities for candidates to work with students with varied learning needs	The overall variety of clinical experiences provides some opportunities for candidates to work with students with varied learning needs	The overall variety of clinical experiences provides few opportunities for candidates to work with students with varied learning needs
<b>Guiding Questions</b>			
<ol style="list-style-type: none"> <li>1. What are the range and sequence of clinical experiences that candidates complete over the course of the program?</li> <li>2. Do clinical experiences offer a variety of opportunities for candidates to work with students with varied learning needs?</li> <li>3. Does the overall sequence of clinical experiences build intentionally and clearly to include opportunities for learning and development?</li> </ol>			

\*The Aspiring Teacher Rubric must be in use by the 2024-25 academic year. Prior to that time, EPPs may use the TESS framework or another aligned tool.

**Criteria 2.2(b): Candidates across the program are provided with an effective clinical internship**

Exceeds	Meets	Approaching	Below
<b>Metric 1: The effectiveness of experienced mentor teachers</b>			
EPP meets expectations for this metric and employs an evaluation system to measure and track experienced mentor teacher coaching skills	Most experienced mentor teachers are equipped and demonstrate that they have the coaching skills to properly support and develop a candidate's pedagogical development	Some experienced mentor teachers are equipped and demonstrate that they have the coaching skills to properly support and develop a candidate's pedagogical development	Few experienced mentor teachers are equipped and demonstrate that they have the coaching skills to properly support and develop a candidate's pedagogical development
<b>Metric 2: Quality of selection process for experienced mentor teachers</b>			
EPP meets expectations for this metric and utilizes a system for annual evaluation and continuous improvement for how experienced mentor teachers are selected	A clear and intentional process is in place to select experienced mentor teachers based on a set of criteria that may include years of classroom experience, demonstrated instructional effectiveness, depth of content, and pedagogical knowledge	A partial process is in place to select experienced mentor teachers based on a set of criteria that may include years of experience, demonstrated effectiveness, and depth of content and pedagogical knowledge	There is no process in place to select experienced mentor teachers
<b>Metric 3: Quality of clinical supervisors</b>			
EPP meets expectations for this metric and employs an evaluation system to measure and track clinical supervisor quality and effectiveness	Most program clinical supervisors have a proven history and/or show evidence of effective instructional practices and coaching with a positive impact	Some clinical supervisors show evidence of and/or have a history of effective instructional practices and coaching with a positive impact	Few clinical supervisors have a proven history of effective instructional practices and coaching with a positive impact
<b>Metric 4: Quality of feedback to candidates</b>			
EPP meets expectations for this metric and utilizes a system for annual evaluation and continuous improvement for how candidates are provided feedback	Candidates consistently receive high-quality feedback from their experienced mentor teachers and/or clinical supervisor that is frequent, both written and oral, connected to the Aspiring Teacher Rubric*, clearly linked to evidence of student learning during observed lesson, and built on the previous feedback	Candidates sometimes receive high-quality feedback or consistently receive feedback of partial quality	Candidates receive little to no high-quality feedback

**Guiding Questions**

1. Are experienced mentor teachers equipped and able to demonstrate that they have the coaching skills to properly support and develop a candidate's pedagogy?
2. Is the process for selection of experienced mentor teachers clear, intentional and inclusive of experience levels, demonstrated effectiveness, and depth of content and pedagogical knowledge?
3. Do program clinical supervisors have a proven history of strong instructional practices and coaching impact?
4. How do candidates receive feedback from experienced mentor teachers and clinical supervisors?
5. How do experienced mentor teachers and clinical supervisors collaborate to provide high quality feedback?
6. What is the frequency of feedback to candidates?
7. How is coaching feedback clearly linked to evidence of student learning?
8. How is coaching feedback linked to previous feedback?

\*The Aspiring Teacher Rubric must be in use by the 2024-25 academic year. Prior to that time, EPPs may use the TESS framework or another aligned tool.

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

Exceeds	Meets	Approaching	Below
<b>Metric 1: Quality of partnership with districts/schools</b>			
EPP meets expectations for this metric and utilizes a system for annual evaluation and continuous improvement to ensure partnerships are mutually beneficial for both EPP and partner districts	Collaborative processes are in place with most districts/schools to co-construct the clinical internship for candidates including but not limited to collaboration between experienced mentor teachers and clinical supervisors	Collaborative processes are in place with some districts/schools to co-construct the clinical internship for candidates including but not limited to collaboration between experienced mentor teachers and clinical supervisors	There is little or no evidence to show collaborative processes in place between EPP and districts/schools
<b>Metric 2: Support and development for clinical supervisors</b>			
EPP meets expectations for this metric and utilizes a system for annual evaluation and continuous improvement for how processes are put in place to support clinical supervisors	Collaborative processes are consistently in place that support and develop effective clinical supervisors	Collaborative processes are inconsistently in place that support and develop effective clinical supervisors	There is little or no evidence of collaborative processes that support or develop effective clinical supervisors

**Guiding Questions**

1. Do collaborative processes exist with all districts/school to co-construct clinical placement experiences for candidates?
2. Do clinical supervisors receive the support and development they need to develop strong candidates?

<b>Indicator 2.2 Evidence</b>			
<b>Documents</b>	<b>2.2(a)</b>	<b>2.2(b)</b>	<b>2.2(c)</b>
Program Handbook(s)	X	X	X
Roster of course instructors (faculty and facilitators who teach or supervise candidates) listing degrees obtained, most recent teaching and/or supervision assignments, teacher certification and licenses held, PreK-12 teaching experience, evidence of TESS training, areas of expertise and research, recent PD and conferences		X	
Clinical Experience Handbook(s) or Guidance for candidates and/or supervisors	X		
Guidance, handbooks and/or MOUs for experienced mentor teachers outlining selection criteria, training and orientation, responsibilities, evaluation		X	X
Guidance, handbooks and/or training sequence for clinical supervisors		X	
Tracker or samples of current experienced mentor teacher credentials including teacher certification and licenses held, teaching experience, effectiveness data, trainings and PD attended		X	
Coaching templates, meeting agendas, protocols, and/or rubrics used by experienced mentor teachers and clinical supervisors		X	
Samples of written feedback to candidates that are connected to the Aspiring Teacher Rubric*, clearly linked to evidence of student learning during observed lessons, built on the previous feedback		X	
Trackers or evaluation results of clinical supervisors		X	
Artifacts showing collaboration between districts/schools and the EPP to co-construct clinical experiences, such as working groups and advisory boards, meeting agendas, frameworks for discussion, and/or goal-setting templates			X
Artifacts showing collaboration between districts/schools and the EPP to develop effective communication structures between mentor teachers and clinical supervisors			X
<b>Focus Groups</b>			
Clinical experience focus group: Convene a group of students (maximum of 10) currently engaged in clinical experiences (internship or other experiences with teaching responsibility), at a range of performance levels	X	X	X
Experienced mentor teacher focus group: Convene a group of current experienced mentor teachers (maximum of 10), with a range of tenure as a mentor teacher	X	X	X
<b>Visits &amp; Observations</b>			
Schedule includes up to 3 observations of experienced mentor teacher or program clinical supervisor coaching sessions (15-30 minutes), held in-person or synchronously during the onsite visit. Candidates should be at a range of performance levels	X	X	
Schedule including up to 5 observations of candidates teaching during clinical experience. Candidates should be at a range of performance levels	X	X	

\*The Aspiring Teacher Rubric must be in use by the 2024-25 academic year. Prior to that time, EPPs may use the TESS framework or another aligned tool.

## 2.3: DEVELOPMENT

**Intent:** Indicator 2.3 focuses on the results of the EPP training and the success rate towards meeting state workforce needs. It measures whether candidates are successful with their program coursework- showing proficiency and given individualized support when needed. It also looks at whether candidates are successful in their clinical internships. Do candidates meet milestones, do their students show growth, are they meeting expectations on the Aspiring Teacher Rubric\*, and are they provided with support when needed?

<b>Criteria 2.3(a): Candidates are successful with their program coursework</b>			
Exceeds	Meets	Approaching	Below
<b>Metric 1: Candidate proficiency in coursework</b>			
EPP meets expectations for this metric and utilizes a system for continuous improvement to track and evaluate annual candidate proficiency in coursework requirements	Most candidates show proficiency in coursework requirements	Some candidates show proficiency in coursework requirements	Few or no candidates show proficiency in coursework requirements
<b>Metric 2: Quality of candidate support across coursework</b>			
EPP meets expectations for this metric and utilizes a system for continuous improvement to track and evaluate support plan effectiveness	Candidates are consistently provided with an individualized support plan if their coursework requirements are not on track, and they take an active role in creating the plan and monitoring progress	Candidates are inconsistently provided with an individualized support plan if their coursework requirements are not on track	Candidates are rarely or never provided with an individualized support plan if their coursework requirements are not on track
<b>Guiding Questions</b>			
<ol style="list-style-type: none"> <li>1. Do candidates demonstrate proficiency in coursework requirements?</li> <li>2. Are candidates provided with individualized support plans when their coursework requirements are not on track?</li> <li>3. Are candidates involved in creating and monitoring coursework support plans?</li> </ol>			

\*The Aspiring Teacher Rubric must be in use by the 2024-25 academic year. Prior to that time, EPPs may use the TESS framework or another aligned tool.

### Criteria 2.3(b) Candidates are successful in their clinical internship

Exceeds	Meets	Approaching	Below
<b>Metric 1: Candidate attainment of clinical internships goals and milestones</b>			
EPP meets expectations for this metric and utilizes a system for continuous improvement to track and evaluate effectiveness of goals and milestones	Programs have a set of clear and appropriate goals and milestones for candidates' clinical internship  Most candidates meet clinical experience goals and milestones	Programs have a set of goals and milestones for candidates' clinical internship  Some candidates meet clinical experience goals and milestones	Programs do not have a set of goals and milestones for candidates' clinical internship
<b>Metric 2: Candidate impact on student growth</b>			
EPP meets expectations for this metric and utilizes a system for continuous improvement to track and evaluate how student growth evidence is collected and connected to candidate effectiveness	There is adequate evidence that candidates have the capacity to impact student growth	There is some evidence that candidates have the capacity to impact student growth	There is little or no evidence that candidates have the capacity to impact student growth
<b>Metric 3: Candidate proficiency in effective teaching skills</b>			
EPP meets expectations for this metric and utilizes a system for continuous improvement to track and evaluate trends in scored areas for candidates on the Aspiring Teacher Rubric* to inform changes to program structure	Most candidates receive a score of "effective" on the Aspiring Teacher Rubric* at the end of their clinical internship	Some candidates receive a score of "effective" on the Aspiring Teacher Rubric* at the end of their clinical internship	Few or no candidates receive a score of "effective" on the Aspiring Teacher Rubric* at the end of their clinical internship
<b>Metric 4: Quality of candidate support across clinical internship</b>			
EPP meets expectations for this metric and utilizes a system for continuous improvement to track and evaluate support plan effectiveness	All candidates with varied needs are provided with the support they need including- struggling candidates are consistently provided with an individualized support plan if their development in the clinical internship is not on track  Most high performing candidates receive opportunities and feedback that encourage their retention	Struggling candidates are sometimes provided with an individualized support plan if their development is not on track  Some high performing candidates receive opportunities and feedback that encourage their retention	Candidates are rarely or never provided with an individualized support plan if their development is not on track  Few or no high performing candidates receive opportunities and feedback that encourage their retention

#### Guiding Questions

1. Do programs set clear and appropriate goals and milestones for candidates' clinical experiences that align with overall program and state workforce needs?
2. What proportion of candidates meet clinical experience goals and milestones?
3. What is the proportion of candidates that receive "effective" or higher on the Aspiring Teacher Rubric\* at the end of their clinical experience?
4. What evidence shows that candidates impact student growth?
5. How are candidates supported through individualized plans when their development in clinical experience is not on track?
6. What types of opportunities and feedback do high-performing candidates receive that encourage their retention?

\*The Aspiring Teacher Rubric must be in use by the 2024-25 academic year. Prior to that time, EPPs may use the TESS framework or another aligned tool.

<b>Indicator 2.3 Evidence</b>		
<b>Documents</b>	<b>2.3(a)</b>	<b>2.3(b)</b>
Programs of study / degree plans showing the progression and sequencing of coursework and connections to program checkpoints and transitions	X	
Course syllabi for the programs included above which include objectives and assessments aligned to: Arkansas K12 standards, use of high-quality instructional materials, state initiatives (RISE and Math Quest), Aspiring Teacher Rubric,* Arkansas Educator competencies, and Arkansas Teaching Standards as appropriate	X	
Clinical Experience Handbook(s) or Guidance for candidates and/or supervisors		X
Coaching templates, meeting agendas, protocols, and/or rubrics used by experienced mentor teachers and clinical supervisors		X
Samples of written feedback to candidates that are connected to the novice teacher/ aligned rubric, clearly linked to evidence of student learning during observed lessons, built on the previous feedback		X
Outline of the plan or system for tracking candidate progress with coursework that includes data showing candidate's mastery of coursework requirements for the last 3 cohorts, the impact of support plans, the role of the candidate in the plans' creation and progress monitoring	X	
Outline of the plan or system for tracking candidate progress with clinical experiences that includes data around candidate attainment of goals and milestones for the last 3 cohorts, the impact of support plans		X
Templates, anonymized samples, and/or guidance for implementing support plans for candidates that are "Off-track" with program coursework and "Off-track" with clinical experience	X	X
Scores (anonymized) on the Aspiring Teacher Rubric* that are earned by candidates at the end of clinical experience		X
Analysis by candidates and/or the EPP that candidates impact student growth		X
<b>Focus Groups</b>		
Coursework focus group: Students (maximum of 10) who have completed at least one semester in the program, performing at a range of levels	X	
Clinical experience focus group: Convene a group of students (maximum of 10) currently engaged in clinical experiences (internship or other experiences with teaching responsibility), at a range of performance levels		X
Experienced mentor teacher focus group: Convene a group of current experienced mentor teachers (maximum of 10), with a range of tenure as a mentor teacher		X
<b>Visits &amp; Observations</b>		
The schedule of classes held in-person or synchronously during the onsite review	X	
For courses offered asynchronously, access to the online platform (independently or side-by-side with an EPP member for two hours during the review). Alternatively, documentation showing the course builds for a sample of coursework (minimum 5 courses)	X	
Schedule including up to 3 observations of experienced mentor teacher or program clinical supervisor coaching sessions (15-30 minutes), held in-person or synchronously during the onsite visit. Candidates should be at a range of performance levels. Alternatively, if internships are not in session, access to 2-3 recorded coaching sessions with candidates		X
Schedule including up to 5 observations of candidates teaching during clinical experience. Candidates should be at a range of performance levels. Alternatively, if internships are not in session, access to recorded lessons		X

\*The Aspiring Teacher Rubric must be in use by the 2024-25 academic year. Prior to that time, EPPs may use the TESS framework or another aligned tool.



## STANDARD 3 RUBRIC: SUPPORTING WORKFORCE NEEDS

### 3.1: LICENSURE

**Intent:** Standard 3.1 focuses on telling the story of what percentage of program completers are gaining licensure and whether that type of licensure is standard or provisional.

<b>Criteria 3.1(a) A high proportion of program candidates obtain a standard license</b>			
Exceeds	Meets	Approaching	Below
<b>Metric 1: Percentage of program completers who have earned a standard license</b> (DESE will set initial licensure rate targets based on overall Arkansas EPP licensure rates for the previous three years)			
EPPs data exceeds the standard licensure rate target	EPPs data is within 5 percentage points below the standard licensure rate target	EPPs data is between 5 and 10 percentage points below the standard licensure rate target	EPPs data is more than 10 percentage points below the standard licensure rate target
<b>Criteria 3.1(b) A high proportion of alternative route enrollees are provisionally licensed</b>			
Exceeds	Meets	Approaching	Below
<b>Metric 1: Percentage of alternative route enrollees who are provisionally licensed</b> (DESE will set initial provisional licensure rate targets based on overall Arkansas EPP provisional licensure rates for the previous three years)			
EPPs data exceeds the provisional licensure rate target	EPPs data is within 5 percentage points below the provisional licensure rate target	EPPs data is between 5 and 10 percentage points below the provisional licensure rate target	EPPs data is more than 10 percentage points below the provisional licensure rate target
<b>Criteria 3.1(c) A high proportion of traditional program candidates pass the content exam in their area on the first try</b>			
Exceeds	Meets	Approaching	Below
<b>Metric 1: Percentage of first-time licensure exam test takers that pass</b> (DESE will set initial first-time pass rate targets based on overall Arkansas first-time pass rates for the previous three years)			
EPPs data exceeds the first-time pass rate target	EPPs data is within 5 percentage points below the first-time pass rate target	EPPs data is between 5 and 10 percentage points below the first-time pass rate target	EPPs data is more than 10 percentage points below the first-time pass rate target

<b>Indicator 3.1 Evidence and Data</b>			
<b>State Collected Data</b>	<b>3.1(a)</b>	<b>3.1(b)</b>	<b>3.1(c)</b>
Individual level enrollment and completion data submitted by EPPs through the HEA Title II reporting process	<b>X</b>	<b>X</b>	<b>X</b>
Licensure data from Arkansas Educator Licensure System (AELS)	<b>X</b>	<b>X</b>	
Praxis and Pearson licensure assessment data			<b>X</b>

### 3.2: EMPLOYMENT

**Intent:** Standard 3.2 focuses on where program completers are finding employment and how long they remain employed in Arkansas public schools.

<b>Criteria 3.2 (a) A high proportion of completers are employed in Arkansas public schools</b>			
Exceeds	Meets	Approaching	Below
<b>Metric 1: Percentage of completers who are licensed and gain employment in Arkansas public schools in their first three years after completion</b> (DESE will set initial employment rate target based on overall Arkansas EPP completer licensed employment rates for the previous three years)			
EPPs data exceeds the licensed employment rate target	EPPs data is within 5 percentage points below target	EPPs data is between 5 and 10 percentage points below target	EPPs data is more than 10 percentage points below target
<b>Criteria 3.2 (b) A high proportion of completers work in high-priority Arkansas public school districts and subjects</b>			
Exceeds	Meets	Approaching	Below
<b>Metric 1: Percentage of completers who are licensed and gain employment in high-priority Arkansas public school districts and subjects in their first three years after completion</b> (DESE will determine the list of high-priority districts and subjects as part of the annual shortage area analysis. Then, DESE will set initial employment rate targets based on need in these districts and subjects and the overall Arkansas EPP completer licensed employment rates for the previous three years)			
EPPs data exceeds the high-priority employment rate target	EPPs data is within 5 percentage points below target	EPPs data is between 5 and 10 percentage points below target	EPPs data is more than 10 percentage points below target
<b>Criteria 3.2 (c) Program completers remain in the classroom for multiple years</b>			
Exceeds	Meets	Approaching	Below
<b>Metric 1: Program completers' average licensed teaching experience in Arkansas public schools 3 years after completion</b> (DESE will set initial average completer experience target based on the overall averages for the previous three years)			
EPPs data exceeds the average experience target	EPPs data is within 0.5 years of experience below the average experience target	EPPs data is within 0.5 and 1 years of experience below the average experience target	EPPs data is more than 1 year of experience below the average experience target

<b>Indicator 3.2 Evidence and Data</b>			
<b>State Collected Data</b>	<b>3.2(a)</b>	<b>3.2(b)</b>	<b>3.2(c)</b>
Individual level enrollment and completion data submitted by EPPs through the HEA Title II reporting process	X	X	X
Licensure data from Arkansas Educator Licensure System (AELS)	X	X	X
Employment data collected from districts via the Statewide Information System (SIS)	X	X	X

### 3.3: EFFECTIVENESS

**Intent:** Standard 3.3 focuses on how effective and how prepared teacher candidates are after completing their program.

Criteria 3.3 (a) School leaders rate program completers that they hire as effective classroom teachers			
Exceeds	Meets	Approaching	Below
<b>Metric 1: School leaders' perception of program completer effectiveness across the following domains: Planning and preparation, Classroom environment, Instruction, and Professional responsibilities. All based on responses to the EPP Completer Supervisor Survey conducted annually by DESE</b> (DESE will set initial targets based on responses to the 2023 EPP Completer Supervisor Survey. Targets for each domain will be based on the percentage of completers receiving an average domain score equivalent to "Agree" or "Strongly agree")			
EPPs data exceeds the average preparedness rating target	EPPs data is within 5 percentage points below target	EPPs data is between 5 and 10 percentage points below target	EPPs data is more than 10 percentage points below target
Criteria 3.3 (b) During their first year as a teacher, completers feel that their program prepared them well to be a teacher			
Exceeds	Meets	Approaching	Below
<b>Metric 1: Program completers' perception of how well their program prepared them to be a teacher using the following domains: Planning and preparation, Classroom environment, Instruction and Professional responsibilities. All based on responses to the EPP Completer Survey conducted annually by DESE</b> (DESE will set initial targets based on responses to the 2023 EPP Completer Survey. Targets for each domain will be based on the percentage of completers receiving an average domain score equivalent to "Agree" or "Strongly agree")			
EPPs data exceeds the average preparedness rating target	EPPs data is within 5 percentage points below target	EPPs data is between 5 and 10 percentage points below target	EPPs data is more than 10 percentage points below target
Criteria 3.3 (c) A high proportion of program completers have above average value-added scores			
Exceeds	Meets	Approaching	Below
<b>Metric 1: Percentage of program completers who have above average value-added scores in their first three years after completion</b> (DESE will set initial targets based on teacher value-added scores over the previous three years)			
EPPs data exceeds the value-added scores target	EPPs data is within 5 percentage points below target	EPPs data is between 5 and 10 percentage points below target	EPPs data is more than 10 percentage points below target

Indicator 3.3 Evidence and Data	3.3(a)	3.3(b)	3.3(c)
State Collected Data			
Individual level enrollment and completion data submitted by EPPs through the HEA Title II reporting process	X	X	X
Survey administered to the supervisors of EPP completers	X		
Survey administered to EPP completers		X	
Value added growth scores for EPP completers			X

