

# Crowley's Ridge Annual Reporting Measures

The accrediting body of Crowley's Ridge Teacher Preparation Programs, the Council for the Accreditation of Educator Preparation, has eight annual reporting measures that provide information to the public on *program impacts* and *program outcomes*. The CAEP standards with links to supporting evidence for each measure are as follows:

## Impact Measure 1: P-12 student learning/development:

**The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.**

All candidates' efforts are recorded in a portfolio during their preparation that contains pre/post measures of teaching impact on student learning and development. A new assessment, the Unit Work Sample, is under development and will be used as an additional measure of completer impact. Following the 2018 CAEP accreditation visit, EPP faculty determined that a Unit Work Sample (UWS) was needed to strengthen the teacher preparation program. The following objective was created.

Objective: The teacher candidates will analyze their impact on student learning using direct assessment in the classroom and their ability to make sound, data-driven decisions regarding their teaching practice and student learning.

After researching and visiting colleges and universities that had successful work samples of sufficient scope, the EPP created and provided a draft version of the UWS to the Education Action Committee for review. After its review, the committee approved implementation of the Unit Work Sample.

The UWS is a performance-based assessment tool that allows teacher candidates to demonstrate classroom teaching proficiency. It is composed of seven areas that guide the pre-service teacher to analyze their impact on student learning. Completer UWS data will be available in the Spring 2022.

## CAEP Measure 1

The Novice Teacher Survey was given to the building administrators and/or supervisors of the Crowley's Ridge College completers to assess how well the novice teachers who graduated from A-State were prepared to teach. This data was gathered by Michael K. Rowland, Educator Preparation Program Advisor, at the Arkansas Department of Education.

All novice teachers in the state of Arkansas are observed by their school supervisors and evaluated using the standards for teacher preparation based on the Arkansas Teacher Excellence Support System (TESS) implemented by the Arkansas Department of Education (ADE). ADE has also adopted the 2011 Model Core Teaching Standards (InTASC Standards) as the Arkansas Teaching Standards (ATS), and all initial teacher preparation programs must respond to both ATS and TESS for licensure in the state. Teaching is a research-based set of components of instruction, aligned to the InTASC standards and Arkansas Teaching Standards (ATS).

The teacher intern evaluation rubric comprises four domains of teaching: (1) Planning and Preparation; (2) Classroom Environment; (3) Instruction; and (4) Professional Responsibilities. These domains are further divided into 22 components of teaching performance which defines a distinct aspect of a specific domain. These four

domains of teaching are the criteria used to assess the CRC completers' classroom application of professional knowledge, skills and dispositions measured in this report.

Enclosed is the data delineating how prepared are the novice teachers who graduated from CRC as perceived by their supervisors. The data is collected from supervisors of 2019-2020 CRC completers. For each of the 22 components of teaching performance, supervisors rated the performance using a quantitative four-point Likert-type response format 4 (highly effective), 3 (effective), 2 (processing), 1 (ineffective) or N/A (not applicable).

#### [CAEP MEASURE 1 Novice Teacher Data](#)

### Impact Measure 2: Observations of teaching effectiveness:

**The provider demonstrates, through structured and validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.**

Collecting Evidence: The completer will collect evidence from multiple sources about your teaching progress. Evidence could come from (but not limited to): self-assessment, university supervisor observations and evaluations, clinical teacher observations and evaluations, student assessment data, feedback on class assignments, dispositions evaluations, self-made survey data, Praxis scores, TESS scores, etc. The students will use relevant evidence that includes measurable and quantifiable data.

Analysis: The students will analyze this evidence looking for patterns and trends across different sources of evidence. Synthesize this data in order to find strength(s) and one or two area(s) of growth.

Professional Growth Plan: The students will develop an action plan to work on identified area(s) of growth. Establish a goal(s) for your professional development. Identify specific strategies based on research and theory that will move you towards that goal(s). This is a living document used through Field II, III, and Internship.

#### [CAEP Measure 2](#)

Each year completers are asked questions about their impact on P-12 Learning and Development and how they measure learning impact.

This data indicates our completers' impact of P-12 learning and development and professional knowledge is strong.

#### [CAEP Measure 2](#)

### Impact Measure 3: Employer satisfaction and completer persistence:

**The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.**

The EPP utilizes employer surveys that are administered each year to school administrators in which completers currently work. The survey is aligned to InTASC and measures the school administrators perceived level of preparation of the completer within numerous components that are tied to the Danielson Framework for Effective Teaching. To augment these data the EPP conducts stakeholder meetings and focus groups with employers to gauge their perceptions of and experiences with the EPP's completers. These additional pieces of data are utilized to enhance the survey data by providing a richer explanation of how the EPP's completers are doing in the field. These

data are then utilized by the program coordinators to make suggestions and improvements to the program as a whole.

[CAEP Measure 3.pdf](#)

### Impact Measure 4: Completer satisfaction

**The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.**

To allow for further comparison across the standard, completers of the EPP are also identified and asked to complete a survey regarding their preparation. The survey is aligned to InTASC and measures the completers' perceived level of preparation within numerous components that are tied to the Danielson Framework for Effective Teaching.

[CAEP Measure 4.pdf](#)

### Impact Measure 5: Completer or Graduation Rate

**The provider maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence-based. The system is developed and maintained with input from internal and external stakeholders. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements, establish goals for improving, and highlight innovations.**

Crowley's Ridge graduation data is reported to help maintain the quality of assurance and retention in the program.

[CAEP Measure 5](#)

### Impact Measure 6: Licensure rate:

**Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial and advanced levels)The EPP has the fiscal and administrative capacity, faculty, infrastructure (facilities, equipment, and supplies) and other resources as appropriate to the scale of its operations and as necessary for the preparation of candidates to meet professional, state, and institutional standards.**

Praxis PLT scores, from the academic years 17-18, 18-19, and 19-20, exhibit longitudinal stability with mean scores within the ETS' national average range. The Praxis II Elementary Education Exam subscores also exhibit this same stability with all semester means falling within ETS' national average range. The Praxis II Health and Physical Education exam's mean scores also fall within normal ranges with the exception of scores recorded over one particular semester. During this semester, only one candidate attempted the exam and, unfortunately, the candidate did not achieve a passing score. Of the 12 completers finishing the EPP's program during the 17-18, 18-19 and 19-20 academic years, the EPP can confirm that 11 of the 12 (92%) have been licensed as certified teachers.

[CAEP Measure 6](#)

### Impact Measure 7: Employment rate:

**Ability of completers to be hired in education positions for which they have prepared (initial and advanced levels)**

Of the 12 completers finishing the EPP's program during the 17-18, 18-19 and 19-20 academic years, the EPP can confirm that 11 of the 12 (92%) have been licensed. 100% of the licensed completers are currently employed as teachers or are pursuing a graduate degree.

Please see the attached Arkansas Department of Education's Educator Preparation Provider Reports for the EPP for the 2014-2020 Academic Years as evidence of the ability of our completers to be hired in the state of Arkansas in educational positions for which they were prepared.

The following are CAEP Measure 7 items:

[ADE CRC EPP Report 2016 – for SY 14-15](#)

[ADE CRC EPP Report 2017 – for SY 15-16](#)

[ADE CRC EPP Report 2018 – for SY 16-17](#)

[ADE Statewide Report 2019 – for SY 17-18](#)

[ADE Statewide Report 2020 – for SY 18-19](#)

## Impact Measure 8: Consumer Information

**The following links provide information for this measure by providing catalog information, cost information, and the most recent information about student loan default rates.**

<https://crc.edu/wp/student-catalog/>

<https://crc.edu/wp/how-much-will-it-cost/>

[CAEP Measure 8](#)